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FACULTY TENURE IN COLLEGES AND UNIVERSITIES FROM 1900 TO 1940

By

PAUL C. REINHART, S.J.

MONOGRAPH SERIES

SOCIAL SCIENCES

No. 1

SAINT LOUIS UNIVERSITY PRESS

Saint Louis, Missouri

March, 1946

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CHAPTER I

PURPOSE, SCOPE, AND METHOD OF THE STUDY

The word "tenure" has become a commonplace in the vocabulary of American education. In this study, tenure, unless qualified by another word or phrase, will always mean the holding of a teaching position in a specific institution. Hence tenure alone will never be used as an equivalent for permanent or indefinite tenure, as is sometimes done, nor will it be used to connote the total length of time spent in the teaching profession regardless of the number of institutions in which the teacher has been employed.

A perusal of educational journals and published research makes it clear that not a great deal was written about the tenure of teachers before the beginning of the present century. There is no evidence that an attempt has ever been made to determine the causes of the interest aroused in questions relating to faculty tenure during the last four decades. Probably one of the major influences was the pressure of competition in the business of educating youth which focused the attention of both administrators and teachers on the problem of tenure and its relationship to the professional security of faculty members. Whatever the cause, it is certain that most of the organized activity attempting to influence tenure policies and practices has been carried on by the American Association of University Professors, founded in 1915.¹

In educational literature, questions about tenure are frequently linked with those concerning academic freedom. It is necessary to emphasize from the beginning that this study will prescind entirely from the question of academic freedom, and this for at least two reasons. First, because academic freedom, though a topic of great importance, is by its very nature extremely difficult to handle objectively. Secondly, the American Association of University Professors discovered, soon after it began to examine cases of aggrieved faculty members, that most

¹*Bulletin of the American Association of University Professors*, VIII (December, 1922), 4-21. Under the title "Academic Freedom and Tenure" is reprinted the most important material published between 1915 and 1922. The *Bulletin*, XVIII (May, 1932), 326-400, has a similar summary for the subsequent decade under the title "Academic Freedom and Tenure, 1923-1932."

of these cases involved a problem of academic tenure completely distinct from any consideration of academic freedom.²

The present investigation will attempt to present a developmental picture of tenure conditions among the teaching faculties of American institutions of higher education. The answer to the following types of questions will be sought.

1. During the period from 1900 to 1940, what has been the average length of tenure of all college teachers in typical American institutions?
2. Are there significant differences in tenure conditions in faculties teaching in institutions under diverse types of administrative control?
3. Are there differences in the tenure situation in institutions with various sizes of student enrolment?
4. Can trends in tenure policy and practice be discovered by comparison of data for one decade with those of another decade?
5. What is the relationship between length of tenure and academic rank at various periods, in different types and sizes of institutions?
6. What is the relationship between length of tenure and the possession of academic degrees?
7. Is there a relationship between tenure and the academic field in which a faculty member does his teaching?

That thus far adequate answers to these specific questions are not available is evident from a survey of literature on tenure and related problems.

Research on Tenure Problems

The vast bulk of investigation of tenure problems has been confined to the elementary and secondary school level. A typical example is C. L. Clarke's inquiry into the tenure of elementary school teachers in Wisconsin.³ In the *Review of Educational Research*, reports of tenure studies are summarized under the heading "Teaching Personnel." In the 1931 number,⁴ all of the fifteen investigations reported deal with teachers in elementary or secondary schools. Nor do the studies sum-

²*Bulletin of the American Association of University Professors*, VIII (February-March, 1918), 29-30.

³Clarence L. Clarke, "Tenure of Teachers in the Profession." Unpublished Ph. D. dissertation, Department of Education, University of Chicago, 1928.

⁴Russell L. C. Butsch, "Tenure of Teachers," *Review of Educational Research*, I (April, 1931), 118.

marized in the 1934,⁵ 1937,⁶ and 1940⁷ numbers of the *Review* relate to the tenure of college teachers.

In the area of higher education, there are, broadly speaking, three general types of investigations concerned with faculty tenure: policy, cross-sectional, and longitudinal studies. At the college level a great number of investigations, usually of the questionnaire variety, have sought to discover similarities and differences in institutional policies regarding teachers' contracts, salaries, promotions and other related matters. In 1924, for example, Swarthmore College sponsored an inquiry into the policies of thirty-five eastern institutions with a view to perfecting its own system of rank and tenure practices.⁸ During the past twenty years the American Association of University Professors has been responsible for several studies of this type. In one instance, questionnaires were sent to every institution of higher education approved by at least one accrediting organization, in order to determine various types of contracts used, the administrative officer who makes appointments, tenure agreements, and salary ranges.⁹ Again, in 1937, Committee Y of the American Association of University Professors undertook a study of policies regarding permanent or indefinite tenure as they operated in ninety-six institutions of higher education.¹⁰ Tenure problems were among those scrutinized by Haggerty and Works in 280 member institutions of the North Central Association of Colleges and Secondary Schools.¹¹ The type of research just described deals with expressed theoretical policies regarding tenure rather than with the factual results of the application or non-application of these policies in practice.

If a study of actual tenure conditions rather than tenure policies is desired, the data can be analyzed in two ways, cross-sectionally or lon-

⁵W. S. Elsabee, "Tenure of Teachers," *Review of Educational Research*, IV (June, 1934), 316.

⁶Russell L. C. Butsch, "Tenure of Teachers," *Review of Educational Research*, VII (June, 1937), 292.

⁷Cecil W. Scott, "Teacher Tenure," *Review of Educational Research*, X (June, 1940), 235.

⁸Robert C. Brooks, "Tenure in Colleges and Universities," *School and Society*, XIX (April 26, 1924), 497-501.

⁹W. W. Cook, "Study of Tenure of University and College Teachers," *Bulletin of the American Association of University Professors*, XVIII (April, 1932), 255-57.

¹⁰M. M. Willey, *Depression, Recovery and Higher Education*. Report by the American Association of University Professors, Committee Y. New York: McGraw-Hill Book Co., 1937. Pp. 544.

¹¹Melvin E. Haggerty and George A. Works, *Faculties of Colleges and Universities Accredited by the North Central Association of Colleges and Secondary Schools During 1936-37*. Publication No. 12, Commission on Institutions of Higher Education. Chicago: North Central Association, 1939. Pp. ix-99.

gitudinally. In the cross-section type of approach a person considers the faculty of one or several institutions as it exists at a particular point of time. For example, one could determine the average tenure of all faculty members teaching at College X in the academic year 1930-1931. Various breakdowns of the data would be possible according to ranks, teaching fields, and the like, but the picture presented would be essentially static in nature. There could be no estimate of trends over a period of years by a comparison with previous or subsequent tenure conditions in the same institutions.

The longitudinal study of tenure, on the other hand, has distinct advantages over the cross-sectional approach. It begins either with the founding of an institution or at a particular point of time in the institution's development, and traces the history of its faculty through each succeeding year. A year-by-year record is kept of the number of teachers added to the faculty, the number of members withdrawing from the faculty, the number of promotions to each academic rank, and whatever other details are considered pertinent to the problem of tenure. Obviously, such a careful tracing of the complete history of each teacher in an institution is the best means of obtaining an accurate picture of tenure policies as they actually have been applied by the administration in that institution. Moreover, this following of the history of individual faculty members through a sufficiently long span of time is the only possible means of discovering trends in tenure policy and practice, since only by the longitudinal method can important differences in tenure at various stages of a college or university's development be determined.

What has so far been stated concerning the advantages of the longitudinal type of approach applies when tenure is studied in a single institution. The advantages are multiplied, however, when comparisons among several institutions are desired. Cross-sectional tenure data for a single year gathered from several institutions could easily point to conclusions which longitudinal data, covering a period of years, would show entirely misrepresented the actual long-term situation in the institutions under scrutiny.

Naturally, longitudinal data are much more difficult to acquire, and this may account for the fact that in Monroe's *Encyclopedia*¹² and other publications most of the investigations concerning tenure of college faculties have been of the cross-sectional type. In 1933, N. M. Grier reported a cross-sectional study of the faculties of 106 liberal-arts

¹²Walter S. Monroe (ed.), *Encyclopedia of Educational Research*, "Colleges and Universities," p. 219. New York: Macmillan Co., 1941.

colleges.¹³ His data indicate that 56 per cent of the faculty members were in the first five years of service, 22 per cent in the first ten years, 9 per cent in the first fifteen, 5 per cent in the first twenty, 3 per cent in the first twenty-five, and 2 per cent in the first thirty years of service. The average length of tenure for the entire group was 7.6 years.

Two other cross-sectional studies, both published in 1937, presented data which might seem somewhat difficult to reconcile. Haggerty reported the following averages for length of tenure in various types of institutions: universities, 7.1 years; teachers' colleges, 7.0 years; small liberal-arts colleges, 6.2 years; junior colleges, 5.0 years; Catholic colleges, 4.0 years.¹⁴ Kunkel, on the other hand, stated that the mean length of tenure of 4,667 teachers who were members of the American Association of University Professors was thirteen years at the time of the inquiry.¹⁵ The noticeable difference between the two reports is undoubtedly due to the fact that Kunkel's data represent only a selected group.¹⁶

The third general type of investigation concerned with faculty tenure is that of the longitudinal study. In studies of the tenure of college and university faculties, the longitudinal technique has been limited either to a single institution, or to one class of faculty member, or to a small span of years. Kimmel, for example, made a thorough longitudinal study, covering a forty-eight year period, of the teaching staff and administrative officers of the Woman's College of the University of North Carolina.¹⁷ Among other facts he discovered that 265 or 29 per cent of the 921 persons who were on the faculty during the forty-eight years had given the institution one year or less of service, and that 628 or 68 per cent of this number had given the college less than five years' service. The average number of years of service for the entire faculty was 5.3 years. It should be kept in mind that Kimmel interpreted "faculty" to include presidents, deans, registrars, treasurers,

¹³N. M. Grier, "Teacher Tenure," *Journal of Higher Education*, IV (December, 1933), 483-84.

¹⁴Melvin E. Haggerty, *Faculty*, p. 137. Vol. II of the North Central Association Monograph Series: The Evaluation of Higher Institutions. Chicago: University of Chicago Press, 1937.

¹⁵B. W. Kunkel, "A Survey of College Faculties," *Association of American Colleges Bulletin*, XXIII (December, 1937), 463-514.

¹⁶Monroe, *op. cit.*, p. 219.

¹⁷Herbert Kimmel, "A Catalogue Study of the Faculty of the Woman's College of The University of North Carolina, 1892-1940," *Peabody Journal of Education*, XX (September, 1942), 104-112.

secretaries, physicians, instructors, librarians, and several other classes of employed personnel.

An example of a longitudinal study limited to one type of faculty member is an investigation made by Edmiston who determined the average tenure of presidents of about 500 colleges from 1898 to 1937. He found exactly the same mean tenure (9.5 years) in the case of publicly and privately controlled colleges. The only great divergencies were in the case of the municipal colleges (5.43 years) and Catholic colleges (6.34 years).¹⁸

Two longitudinal studies confined to a comparatively small span of years may be cited. Brooks' investigation was concerned with the faculties of six colleges from 1920 to 1924.¹⁹ Only 37 per cent of the six combined faculties were at the same college throughout the four-year period. During this time there were forty-three promotions in academic rank among a total teaching force of 569 teachers. A study by Reeves and his associates, covering a period of five years from 1923-26 to 1929-30, reported the average annual faculty turnover by ranks at thirty-five colleges.²⁰ The median percentage was 12.3 per cent for professors, 8.3 per cent for associate professors, 19.1 per cent for assistant professors, and 26.8 per cent for instructors.

This survey of previous studies makes it clear that at present data are not available for the attainment of the main objective of this study, namely, the discovery of trends in institutional practice affecting faculty tenure both independent of and in relation to academic ranks, degrees, and fields of instruction.

Selection of Institutions

To achieve the objective just described, it was determined to concentrate on the period from 1900 to 1940. This span of years is sufficiently small to delimit the area of investigation, and yet it is long enough to be the source of a developmental picture over four decades. The study could not be extended validly beyond the year 1940 since World War II caused such a turnover in college and university faculties that any data after that time would be entirely abnormal. There-

¹⁸R. W. Edmiston, "Tenures of Publicly Controlled and Privately Controlled Colleges and Universities," *School and Society*, XLIX (February 25, 1939), 254-56.

¹⁹Wendell S. Brooks, "The College Teacher—His Expectancy of Continuance and Promotion on Certain Faculties," *Education*, XLV (June, 1925), 577-85.

²⁰Floyd W. Reeves and others, *The Liberal Arts College*, p. 308. Chicago: University of Chicago Press, 1932.

fore, the first selective factor which operated in the choice of an adequate sample of institutions to be included in the study was that of continuous operation as an institution of higher education from 1900 to 1940. This factor immediately caused the elimination of large numbers of institutions, especially normal schools and teachers colleges, which were not fully established until the early years of the twentieth century.

A second selective factor was the availability of a complete set of annual catalogues for the entire forty-year period. Many institutions established before 1900 could not be considered for the investigation either because in their early years catalogues were not published annually, or because copies for certain years are no longer available.

Thirdly, in order to provide a group of colleges and universities as typical as possible of the entire United States, institutions were selected on the basis of wide geographic distribution. This third factor eliminated several institutions of the same type which, for example, might be located in one urban center. Finally, since data for college teachers were not to be gathered separately on the basis of sex, it was thought best to eliminate institutions exclusively for women students, and to select from those enrolling both men and women students or men students only.

Obviously, the operation of these four selective factors reduced the number of possible selections to a comparatively small list, and from this group a random choice of thirty institutions was made. After the basic data had been gathered, further sampling with other institutions yielded results which varied only slightly from the data for the original thirty. Hence there seemed to be no reason for suspecting that any errors large enough to be of significance had been introduced because of the sampling of institutions included in the investigation.

Classification of Institutions

After the selection of the thirty colleges and universities, two types of classification were employed. The institutions were first divided into three groups on the basis of administrative control. Ten are under state or municipal control; ten are privately controlled, some with and some without denominational affiliation; and ten are Catholic institutions. An attempted division between denomination and non-denominational colleges proved too difficult to handle since the situation in many institutions underwent a radical change during the forty-year period under consideration. It should be stated here that throughout the study,

although the Catholic colleges and universities are also obviously private institutions, for the sake of brevity of expression the term "private" will be reserved exclusively for the second group of institutions just described.

A further classification has been made on the basis of size of student enrolment at approximately the end of the forty-year period. The figures on student population utilized are those in *American Universities and Colleges*, edited by C. S. Marsh in 1940.²¹ In this original sub-division there were nine institutions with an enrolment of less than 500 students; twelve with enrolments between 500 and 2,000; and nine with more than 2,000 students. Because some important differences were revealed later by the data, it was decided to make two divisions in the 500-2000 group. Hence, in the final classification there are nine institutions with an enrolment of less than 500, six with enrolments between 500 and 1,000, six between 1,000 and 2,000, and nine with student populations exceeding 2,000. Henceforth, the descriptive phrase "public institution in the 500-1000 group" and similar phrases will be understood as referring to this enrolment classification based on the 1940 statistics.

Besides the classification on the basis of the size of enrolment at the end of the forty-year period, it would have been useful to make another classification of the institutions on the basis of the rate at which their enrolment has increased since their founding, with a view to determining the relationship between tenure and this rate of growth. This would have necessitated a complete reorganization of the data for the thirty institutions on the basis of the date of their founding and their enrolment at various periods. Such a study would constitute an extensive piece of research in itself. Hence it could not be undertaken as an explicit part of the present investigation.

It can be argued, however, that rate of growth is not entirely neglected in the size-classification utilized in this study. If the nine institutions with 1940 enrolments under 500 are grouped together according to the dates of their founding, it will be found that these dates range from 1770 to 1893 with a median founding date of 1859. The dates for the six institutions in the 500-1000 group range from 1777 to 1887 with a median of 1871. The founding dates for the 1000-2000 group range from 1832 to 1881 with a median of 1872. For the nine institutions in the over-2000 group, the spread is from 1764 to

²¹ Clarence S. Marsh (ed.), *American Universities and Colleges*, pp. 1120. 4th ed.; Washington, D. C.: American Council on Education, 1940.

1890, the median being 1847. Therefore, the median institution in the under-500 group is actually an older college than the median in the 500-1000 and 1000-2000 groups, and only twelve years younger than the median institution in the over-2000 group. Because of this fact it seems true to say that the groupings according to size of enrolment in 1940 also represent the various rates of growth experienced by these thirty institutions, since in the course of practically the same span of time, approximately eighty years, these institutions as represented by the median in each size-group have reached stages of enrolment varying from under 500 to over 2,000. Therefore, this factor of rate of growth, although not actually isolated in this study, is operative in the data classified on the basis of size of the enrolment in 1940, and conclusions applied to the smallest institutions, for example, can be considered characteristic of them, not only as institutions with a small student population in 1940, but also as institutions with the slowest rate of growth during the period studied.

List of Institutions

The institutions chosen, their locality, and 1940 enrolment are as follows:

Public — under 500

College of Charleston.....	Charleston, South Carolina	373
Montana State Normal College.....	Dillon, Montana	293
West Liberty State Teachers.....	West Liberty, West Virginia.....	304

Private — under 500

Hendrix College.....	Conway, Arkansas.....	400
Huron College.....	Huron, South Dakota.....	288
Marietta College.....	Marietta, Ohio.....	421

Catholic — under 500

Saint Benedict's College.....	Atchison, Kansas.....	294
Saint Bonaventure College.....	St. Bonaventure, New York.....	480
Spring Hill College.....	Spring Hill, Alabama.....	341

Public — 500-1000

Alabama State Teachers College.....	Jacksonville, Alabama.....	930
Chico State College.....	Chico, California.....	990

Private — 500-1000

Amherst College.....	Amherst, Massachusetts.....	901
College of the Pacific.....	Stockton, California.....	566

Catholic — 500-1000

John Carroll University.....	Cleveland, Ohio.....	568
Santa Clara University.....	Santa Clara, California.....	528

Public — 1000-2000

University of Maine ..	Orono, Maine ..	1,894
Missouri State Teachers, Southeast ..	Cape Girardeau, Missouri ..	1,929

Private — 1000-2000

Drake University.....	Des Moines, Iowa.....	1,334
Oberlin College	Oberlin, Ohio	1,860

Catholic — 1000-2000

Canisius College.....	Buffalo, New York.....	1,201
Creighton University.....	Omaha, Nebraska	1,451

Public — over 2000

State University of Iowa	Iowa City, Iowa.....	6,804
University of Kentucky.....	Lexington, Kentucky.....	4,065
State College of Washington.....	Pullman, Washington.....	4,178

Private — over 2000

Brown University.....	Providence, Rhode Island.....	2,215
University of Denver.....	Denver, Colorado	3,963
Washington University.....	Saint Louis, Missouri.....	3,492

Catholic — over 2000

Georgetown University.....	Washington, D. C.....	2,478
University of Notre Dame.....	Notre Dame, Indiana	3,196
Saint Louis University.....	Saint Louis, Missouri.....	5,216

Faculty Members Included in the Study

In general, it was the intention to include in this study only those faculty members who could be classified as belonging to the teaching staff in the full sense of the term. Hence all administrative officers such as presidents and deans were excluded unless the catalogue indicated that they also engaged in instructional activities. For the sake of uniformity of data, it was originally planned to include only those members of the teaching staff designated by one of the four common academic ranks: instructor, assistant professor, associate professor, and professor. This scheme had to be modified, however, because many of the smaller institutions did not inaugurate the practice of academic ranking until ten or fifteen years after the beginning of this century. In these cases only those were included who were obviously members of the instruc-

tional staff. Whether the institution employed faculty rankings or not, all non-teaching administrative personnel, lecturers, librarians, tutors, fellows, assistants, and others with similar titles were excluded.

Because of the writer's special interest in problems relating to Catholic colleges and universities, the data from these institutions were collected both compositely and separately for members of the faculty who receive salaries and those whose teaching belongs in the category of contributed services. Clearly, such a distinction is important in a study of tenure and rank since these topics are so closely related to salary problems.

Method of Organizing the Data and Techniques Used

The source of the information necessary for the study was the list of faculty members in each of the 1,200 catalogues for the thirty institutions from 1900 to 1940. To obtain the basic data, therefore, it was necessary to go through each of these 1,200 publications. In this first process the data were recorded on small mimeographed cards on which were written or checked the following items: name of the institution, academic year, name of the teacher, academic rank, degrees held, subjects taught. When the information for each teacher in the 1,200 faculty lists had been gathered, there was a total of 83,129 cards. This number represents, therefore, the total man-years of service spent in the thirty institutions during the forty-year period.

The next step in the organization of the data was that of bringing together all the information on the same teacher. If a faculty member had taught in one of the institutions for fifteen years, there were fifteen of the original cards which contained the complete information concerning this teacher. The data from the fifteen were reduced to a single card which included these items: name of the institution, name of the teacher, dates and number of academic years during which he taught at the institution, dates and number of academic years during which he was assigned to various ranks, degrees held during these years, subjects taught. Obviously, this second set of 14,182 cards represented the total number of teachers who were in service at any time between 1900 and 1940 in the thirty institutions. Hence, whenever various tenure averages were desired which were characteristic of the entire group of teachers, the 14,182 cards could be handled indiscriminately. The comparative data were obtained by grouping the cards according to the various types and sizes of institutions included in the study.

In the analysis of the data, two techniques were used which are not usually found in tenure investigations. First, since this study was to be longitudinal as well as cross-sectional in character, a technique was chosen which would be effective in presenting a developmental picture of tenure trends over a period of years. This method consisted in collecting the data separately for each of the four decades from 1900 to 1940. Thus, various tenure averages could be computed, not only for the forty-year period as a unit, but also for each ten-year span.

A second technique was adopted in order to provide answers to two distinct and equally important questions which can be asked concerning the tenure of college teachers. An example of the first type of question is this: During the decade from 1900 to 1910, how long did the typical faculty member at the rank of instructor serve in institution X before he resigned or was released? A question of the second type would be: During the decade from 1900 to 1910, how long did the typical faculty member at the rank of instructor remain in institution X before he was promoted to a higher rank?

To answer these questions, it was determined to adopt a technique which would segregate the teachers into two distinct groups—those who severed their relationships with an institution and those who continued their service in an institution. The first application of this technique was made by distinguishing between the total number of teachers who had taught at any time in the thirty institutions between 1900 and 1940 and the smaller number of teachers who had taught at some time since 1900 but had withdrawn before the year 1940-1941. A further application of this technique occurred in the tenure data for each decade. Teachers who had withdrawn by the end of the decade were distinguished from those who were still in service at the end of the same ten-year period. In the section of the study concerned with the relationship between tenure and academic ranks, this technique made a distinction between those who withdrew during a certain decade while assigned to one of the academic ranks and those who during this decade remained at the same rank or were promoted to a higher rank.

A simple example will emphasize the importance of this type of distinction. Let it be supposed that in the academic year 1920-1921 institution A and institution B each had on their faculty roster ten instructors who had been teaching for a total of twenty years. Although it would be correct to state that the average tenure of instructors at each institution was two years, nevertheless, this statistic would be giv-

ing a very imperfect description of tenure conditions if, as a matter of fact, in the following year, 1921-1922, seven instructors in institution A had withdrawn and the other three still had the rank of instructor, while in institution B, two instructors had withdrawn, three still had the rank of instructor, and five had been promoted to the rank of assistant professor. In order to obtain distinct answers to these questions, throughout the study separate tenure averages were computed for those faculty members who severed their connections with the institutions and for those who continued with the same academic rank or were promoted to a higher rank.

Problem of Delimiting the Data

One of the greatest difficulties in any attempt to study trends in tenure conditions is that of adequately delimiting the area to be encompassed. Obviously, the span of years to be considered cannot be an indefinite one. Yet any determined span immediately presents disadvantages. For example, on the supposition that the tenure data are complete up to the year 1940, any comparison of the average tenure of persons teaching in the decade 1930-1940 with the tenure of teachers in an earlier decade is not entirely justified since in the years after 1940 large numbers of these more recent teachers will continue to increase their average tenure. In respect to this terminal of the data, however, one can argue that comparisons are as fair for one group of institutions as for another since the data for all colleges and universities terminate at the same point of time.

A still greater difficulty arises at the point of origin of the data. To be accurate, any tenure figures for the first decade of the 1900's should extend back into the last decades of the nineteenth century. There were two objections to this procedure. First, it would have seriously complicated the already difficult task of accumulating the data year by year for the thirty institutions. Furthermore, inclusion of years of tenure prior to 1900 would work an injustice on the younger institutions in the study, some of which were founded between 1890 and 1900. These could rightly argue that it is unfair to compare the average tenure of their faculty members who were teaching in the early decades of the 1900's with those of older institutions, since it is quite obvious that the tenure of their faculties would be considerably increased if they had been in existence for a longer time.

With these considerations in mind, it was determined to use the year 1900-1901 as an initial zero-point for all thirty institutions and the

year 1940-1941 as a final terminal in the computation of tenure data. Since this method handicaps the older institutions, especially the privately controlled colleges and universities, as the forthcoming data will show, a comparative test was made in the case of an institution of this type—Brown University. For this single institution the actual tenure of all teachers at each academic rank was computed for every decade beginning with the year 1850. The resulting tenure averages were compared with data for the same institution obtained by the method of starting at 1900 as a zero-point.

First of all, the two methods showed no appreciable differences in tenure averages after the year 1920. Hence chief concern needed to be given to the first two decades of the period studied. It was found that in the case of instructors and assistant professors who withdrew or remained in the 1900-1910 and 1910-1920 decades, the averages obtained by including data from 1850 on were never more than a year longer than those yielded by the method of starting at 1900. The maximum difference (.88 of a year) occurred between the two averages for assistant professors at Brown who remained at that rank between 1900 and 1910.

In the case of associate professors and professors who withdrew or remained at Brown University during the 1900-1910 and 1910-1920 decades, there were appreciable differences in the averages obtained by the two methods. In these instances the data beginning at 1850 added an average of from one to three years to the corresponding tenure computed from 1900. For example, the averages for associate professors who remained between 1900 and 1910 were 5.6 and 4.33 years, a difference of 1.27 years between the results of the two methods. For associate professors who remained at Brown during the next decade from 1910 to 1920, the average tenures were 9.57 and 9.43 years, a difference of 0.14 of a year. It is obvious, therefore, that the method of starting at 1900 as a zero-point considerably reduces the 1900-1910 averages and to a less extent the 1910-1920 averages for associate professors and professors.

When the tenure of teachers who remained or withdrew at all ranks combined were studied, it was found that the data for Brown University beginning at 1850 added an average of 0.74 of a year to the total average for the 1900-1910 decade, and 0.22 of a year to that for the 1910-1920 decade.

This unavoidable shortcoming of the method used in the study will be kept in mind throughout the subsequent chapters, and whenever

comparisons are made, especially for the early decades of the present century, necessary reservations in the drawing of conclusions will always be indicated. Since Brown University is the type of institution which the subsequent data will show to be most handicapped by the method of starting at 1900, it seems permissible to suppose that the averages for the other institutions in the study have not been more affected than those for Brown.

Interpretation of Differences in Tenure Averages

One other problem needs to be discussed before the tenure data can be presented and analyzed. Throughout the investigation the basis of comparison will always be that of the average or mean tenure of one group or type of teachers placed against the average number of years of service for another group. What constitutes an important difference between such averages? To answer this query, it must be understood that there is no question here of what is technically called a statistically significant difference between two means. There are several reasons for this. First, due to the only feasible method of gathering the information, it would have been extremely difficult to arrange the data according to the distributions necessary for the computation of standard deviations and statistically significant differences of means. Secondly, it was anticipated that many of the differences between averages would, as a matter of fact, not be statistically significant. Moreover, it is conceded that if a unit smaller than one year could have been used, small differences would automatically have become of greater importance. It is unfortunate that a single year is the smallest unit which can be used in collecting tenure data, and yet a difference of one year between two averages is actually large enough to be extremely important and socially significant, a phrase sometimes used in contradistinction to statistical significance.

An example will suffice to prove the contention just stated. Later in the study it will be shown that in the 1920-1930 decade, instructors in public institutions with enrolments over 2,000 remained at that rank an average of 4.04 years before promotion, as compared with an average of 5.2 years in the 1930-1940 decade. On the other hand, instructors in the largest private institutions had an average tenure of 5.19 years in the 1920-1930 decade and 4.82 years in the 1930-1940 decade. That typical instructors in large public institutions who were recently promoted had been in service over a year longer than in earlier decades,

while those in private institutions are being promoted more quickly than in previous years would certainly constitute an important piece of information for, let us say, a prospective college or university teacher. Hence, such differences in averages, based as they are on a very large sampling of college teachers and often showing consistent trends over several decades, are important enough to be socially significant, even though not statistically significant. Wherever in the subsequent chapters the differences between averages are small, the fact will be pointed out and necessary limitations made in the interpretation of the data.

Organization of the Study

The contents of the investigation are divided into five main sections. The first section is concerned with the tenure of all the faculty members included in the study irrespective of their rank, degree, or field of instruction.

The second section attempts to show the relationship of tenure to the academic rankings of instructor, assistant professor, associate professor, and professor, as well as the tenure of those who were not credited with one of these ranks.

In the third section an examination is made of the relationship between tenure and academic preparation as indicated by the possession of a Bachelor's, Master's, or Doctor's degree.

The fourth section presents the correlation of tenure and a college teacher's field of instruction.

The final section is a specialized study of tenure and related factors in the case of the salaried faculty members of Catholic institutions. Comparisons are introduced between the data for these teachers and those for the non-salaried faculty and for faculties in publicly and privately controlled colleges and universities.

CHAPTER II

FACULTY TENURE OF THE ENTIRE INSTRUCTIONAL STAFF

Since this chapter is to present a total picture of tenure conditions as they affected all members of faculties in the colleges and universities studied, no distinction will be made on the basis of academic ranks, degrees, or teaching fields.

All Teachers in Service from 1900 to 1940

Table 1 shows the number of faculty members included in this study, grouped according to the size of the institution; the total man-years of service and the average tenure for these groups of faculty members are also shown. Every teacher employed at the thirty institutions at any time from 1900 to 1940 is included in these data.

TABLE 1

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Under 500	1,301	6,676	5.13
500-1000	1,164	6,684	5.74
1000-2000	2,897	17,003	5.87
Over 2000	8,820	52,766	5.98
Total	14,182	83,129	5.86

Table 1 shows that there were 14,182 faculty members who had been in service for a combined total of 83,129 man-years. Their average tenure, therefore, was 5.86 years. As later data will show, of these 14,182, there were 3,974 teachers who were still in service in the final academic year of 1940-1941. The tenure of these 3,974 still in service necessarily includes only their years of teaching up to the end of 1940-1941.

A break-down of these data on the basis of the size of student enrolment reveals at least two facts. Most striking is the similarity in the length of tenure over the forty-year period for all teachers in institutions of various sizes. The maximum difference between one size group and another is less than a year (0.85). Secondly, in spite of the great similarity, there is an increase in tenure which is in consistent and direct relationship to the size of the institutions.

In Table 2 the total data for all teachers are rearranged according to the various types of administrative control found in the thirty institutions. In view of the fact that the institutions were chosen on the basis of the size of student enrolment, it is to be expected that the total number of teachers in the ten institutions under one type of control closely approximates the total of each of the other two groups.

TABLE 2

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS IN THIRTY INSTITUTIONS WITH VARIOUS TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Public.....	4,967	28,160	5 67
Private.....	4,455	29,088	6 53
Catholic.....	4,760	25,881	5.44
Total	14,182	83,129	5.86

The data in Table 2 show that there is less similarity in average tenure among the institutions grouped according to control than according to size of student population. The teachers in the ten privately controlled institutions experienced the longest average tenure—about one year longer than those in public and Catholic colleges and universities. Public and Catholic institutions differed by about one-fourth of a year (0.23).

The general data for the 14,182 teachers can be further refined by a twofold classification according to both enrolment and control, as is done in Table 3. This further break-down of the complete data shows that, although it is true that the larger the institution, the longer the

TABLE 3

AVERAGE TENURE OF ALL TEACHERS FROM 1900 TO 1940 IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Public.....	4 93	5 63	5.35	5 86	5.67
Private.....	4 92	7.40	7.16	6.35	6.53
Catholic.....	5 43	3.88	4.83	5.81	5.44
Total Average	5.13	5.74	5.87	5.98	5.86

tenure, still the greatest averages are to be found not in the largest but in the middle-sized privately controlled institutions of the 500-1000 and 1000-2000 groups. Here the average tenure for the total period was 7.40 and 7.16 years respectively. The lowest total average (5.44 years) is in the Catholic institutions, and among them the teachers in the 500-1000 group had the shortest tenure of 3.88 years. It is surprising that the teachers in Catholic institutions should have experienced the lowest tenure in the same size-group in which faculty members of privately controlled colleges and universities had the longest tenure. In the 500-1000 group, these teachers had been at their respective institutions an average of almost twice as long as those in the corresponding Catholic institutions. Of the three groups on the basis of control, it is the public institutions which follow most closely the general pattern of the direct relationship between size of enrolment and average length of tenure.

Teachers Withdrawing from Service Before 1940-1941

In this section the data for the 3,974 teachers who were still teaching in the thirty institutions in 1940-1941 will be excluded. Represented in Tables 4, 5, and 6, therefore, are the 10,208 who had taught in one of the institutions between 1900 and 1940 but had withdrawn either because of resignation, dismissal, or death. Table 4 presents the data for these 10,208 teachers classified according to the enrolment in the institutions in which they served.

As is evident from Table 4, the average tenure of all 10,208 teachers over the entire period was 3.6 years, two and one-fourth years less than the tenure of the 14,182 teachers represented in Table 1. The similarity

TABLE 4

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WHO WITHDREW BETWEEN 1900 AND 1940 FROM THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
Under 500	1,045	3,919	3.75
500-1000	872	2,961	3.40
1000-2000	2,167	7,858	3.63
Over 2000	6,124	22,058	3.60
Total	10,208	36,796	3.60

in length of tenure, however, which was noticed when the institutions were grouped according to size of enrolment is even greater among this smaller number of teachers than among the larger group in Table 1. In that case the maximum difference was 0.85 of a year whereas here it is only 0.35 of a year.

When the data are classified in Table 4 according to size of student enrolment as they were for the larger group in Table 1, the relationship of tenure to size of enrolment is almost reversed. Although the differences are not large, it is nevertheless important to note that the largest institutions had the smallest tenure (3.6 years) and the smallest colleges the longest tenure (3.75 years). This offers the foundation for an argument that the direct relationship between length of tenure and size of enrolment manifested in the data for all 14,182 teachers is the result of a quite recent development. Since this direct relationship does not appear in Table 4 in which the teachers still in service are excluded, indication is that the generalization—the larger the institutions, the longer the tenure—is more true of the recent rather than the early years of the period from 1900 to 1940. However, this is a matter pertaining to trends, and definite conclusions should not be drawn until the question of trends in tenure is approached directly in a later section of this chapter.

In Table 5 the data for the group of 10,208 teachers who had withdrawn before the year 1940-1941 are organized according to the three types of administrative control. It was noticed previously (Table 2) that for all of the 14,182 teachers there was less similarity in length of tenure among the groups on the basis of control than on the basis of student enrolment. Table 5 shows that this is again true in the case of

the 10,208 teachers who withdrew before 1940-1941. Moreover, the teachers in privately controlled institutions were again in service a longer time—about one year longer than those in publicly controlled, and about one-half a year longer than those in Catholic institutions.

TABLE 5

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WHO WITHDREW BETWEEN 1900 AND 1940 FROM THIRTY INSTITUTIONS WITH VARIOUS TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
Public.....	3,640	11,507	3.16
Private.....	3,194	13,273	4.16
Catholic.....	3,374	12,016	3.56
Total	10,208	36,796	3.60

When the tenure of the teachers in service in 1940-1941 is included (Table 2), the Catholic institutions had the lowest average. When these data for the recent teachers are removed (Table 5), publicly controlled institutions have the lowest average. More recently, therefore, teachers are tending to remain longer than formerly in public institutions and not as long as in earlier periods in Catholic colleges and universities.

Table 6 classifies the data for the teachers withdrawing previous to 1940-1941 on the basis of both size and control. This twofold classifi-

TABLE 6

AVERAGE TENURE OF ALL TEACHERS WHO WITHDREW BETWEEN 1900 AND 1940 FROM THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Public.....	3.19	3.27	2.98	3.22	3.16
Private.....	3.46	4.43	4.94	3.97	4.16
Catholic.....	4.42	2.52	2.98	3.74	3.56
Total Average	3.75	3.40	3.63	3.60	3.60

cation yields the same general conclusions regarding the teachers who had retired during the forty-year period as for the larger group including the teachers still in service in the last year of the period under consideration. A comparison of Table 6 and Table 3 shows that in both instances the teachers in the 500-1000 and 1000-2000 privately controlled groups had a longer tenure than those in any other classification. Furthermore, the most lengthy tenure of any of the publicly controlled institutions is less than the lowest average among the private groups.

One or two important differences, however, should be considered. Table 7 serves to emphasize these differences by presenting an arrangement of the twelve size and control classes in rank order according to their average tenure for the forty-year period. When the data for the 3,974 teachers in service in 1940-1941 are added to those for all other teachers over the forty-year period, Table 7 shows that the greatest rise in rank order (from eighth to fourth place) is made by the public institutions in the over-2000 group. This may mean that in recent years tenure in the larger public colleges and universities is tending to increase.

The greatest drop in rank order (from fourth to tenth place) is that of the privately controlled institutions in the under-500 class. This seems to indicate that although over the forty-year period the tenure of all members of the faculty has been comparatively lengthy in these small

TABLE 7

INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL RANKED ACCORDING TO HIGHEST AVERAGE TENURE OF TWO GROUPS OF COLLEGE TEACHERS

Rank Order in Average Tenure	Rank of Each Type of Institution Based Only on Teachers Who Withdrew Between 1900 and 1940	Rank of Each Type of Institution Based on All Teachers Included in This Study
1	Private (1000-2000)	Private (500-1000)
2	Private (500-1000)	Private (1000-2000)
3	Catholic (Under 500)	Private (Over 2000)
4	Private (Over 2000)	Public (Over 2000)
5	Catholic (Over 2000)	Catholic (Over 2000)
6	Private (Under 500)	Public (500-1000)
7	Public (500-1000)	Catholic (Under 500)
8	Public (Over 2000)	Public (1000-2000)
9	Public (Under 500)	Public (Under 500)
10	10.5 { Catholic (1000-2000)	Private (Under 500)
11		Catholic (1000-2000)
12		Catholic (500-1000)

private colleges, more recently a shrinkage of staff in these institutions has tended to reduce the tenure averages.

The most noticeable change in relative position among Catholic institutions is that of the colleges in the under-500 group which fell from third to seventh place. This indicates the same phenomenon as in the privately controlled institutions—a trend toward shorter tenure in the small colleges under Catholic administration.

Trends in Tenure From Decade to Decade

In the preceding section some reference has already been made to trends which can be observed in the general data. Conclusions of this type, however, can be much more certainly determined by isolating the data according to decades. In the present section the data for the 10,208 teachers who withdrew from the thirty institutions during the forty-year span (Tables 4, 5, and 6) will be analyzed according to each of the four decades.

The type of question which this section is interested in answering is, for example, the following: How long had the typical college teacher been in service before he withdrew from an institution in the decade 1920 to 1930? This information can be found in Table 8 which presents a decade-by-decade analysis of average tenure on the basis of size of student enrolment for all teachers who severed relations with one of the thirty institutions.

TABLE 8

AVERAGE TENURE OF TEACHERS WHO WITHDREW DURING ONE OF FOUR DECADES FROM THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	1900-1910	1910-1920	1920-1930	1930-1940
Under 500	2.10	3.87	3.80	4.40
500-1000	1.98	3.24	3.44	4.57
1000-2000	2.29	2.75	3.35	5.92
Over 2000	2.42	3.13	3.42	4.41
Total	2.30	3.11	3.45	4.67

First of all, as the totals in Table 8 show, irrespective of the size or control of the institutions, the teachers represented in the study have had a consistently longer tenure in each succeeding decade. As was

explained in Chapter I, the averages for the 1900-1910 and 1910-1920 decades are not as high as they should be due to the method of collecting the data. In the intensive study of Brown University it was shown that the complete data beginning at 1850 raised the averages for teachers at all ranks combined 0.74 and 0.22 of a year for the first two decades, respectively. Since Brown is one of the large private institutions whose averages are most seriously reduced by the abbreviated method, it is quite probable that the true averages for the 1900-1910 and 1910-1920 decades in Table 8 would not exceed 2.04 and 3.33 years. In that case it would still be true that from 1900 to 1940 there has been a trend toward longer tenure for all members of the instructional staff combined. The typical college teacher who withdrew from an institution between 1930 and 1940 had been in service an average of a year and a half longer than the typical teacher who left in the earlier decades of this century.

Besides the total averages, Table 8 presents a decade-to-decade break-down of the institutions according to the size of student enrolment. It is evident that the general trend toward increased tenure remains unchanged even when a classification according to size is introduced. With only one exception, teachers in every size of institution experienced longer tenure in each subsequent decade. The single exception is found among the smallest institutions in the decades from 1910 to 1930, but the decrease in tenure (.07 of a year) is negligible.

The increase in total average tenure for all thirty institutions from the first to the fourth decade is 2.37 years. On the basis of size, the greatest growth in tenure between the first and last decades considered is found in the 1000-2000 group of institutions. The importance of this growth of 3.63 years is further emphasized by the fact that teachers who withdrew from this group between 1930 and 1940 had a tenure one year and a half or more longer than those of any other group. The second highest increase (2.59 years) was made by the 500-1000 group, the third highest (2.3 years) by the under-500 group, and the least increase (1.99 years) by the largest institutions in the over-2000 classification. A glance at Table 8 shows that the largest universities had a comparatively high tenure in the earlier decades and hence have not experienced an increase in the same proportion as have the medium-sized and smaller institutions.

Table 9 presents the tenure averages of all teachers who withdrew from institutions under each of the three types of control. When the

data were classified according to size of enrolment, only one exception was found to the increase in tenure during the four decades since 1900. Similarly, only one exception to this generalization is in evidence when the teachers are grouped as in Table 9 according to types of institutional control. The teachers who withdrew from Catholic institutions between 1930 and 1940 had been in these colleges and universities a shorter time than those who withdrew in the 1920-1930 decade, but the difference (.01 of a year) is too small to merit consideration.

TABLE 9

AVERAGE TENURE OF TEACHERS WHO WITHDREW DURING ONE OF FOUR
DECADES FROM THIRTY INSTITUTIONS WITH VARIOUS TYPES
OF ADMINISTRATIVE CONTROL

Type of Control	1900-1910	1910-1920	1920-1930	1930-1940
Public... ..	2.16	2.55	2.91	4.27
Private.....	2.48	3.34	3.73	5.88
Catholic.....	2.22	3.65	3.91	3.90
Total	2.30	3.11	3.45	4.67

Teachers in privately controlled institutions who withdrew during the last decade had a tenure 3.4 years longer than those who left in the first decade of the twentieth century. This is considerably larger than the increase of 2.11 years experienced by those in public institutions, and twice as large as the increase of 1.68 years in the case of faculty members in Catholic colleges and universities.

A still further refinement in the study of trends for all teachers in the thirty institutions irrespective of academic rank is presented in Tables 10, 11, 12, and 13. In Table 10 is given the decade-to-decade average tenure of all teachers in the nine smallest institutions investigated. If the total averages for the forty-year period given in Table 10 are considered, it will be found that the teachers in the smallest Catholic colleges have had an average tenure of a year or more longer than those in the other two groups. The chronological picture, however, shows that the tenure in the Catholic under-500 group reached a high-point in the 1920-1930 decade and showed a tendency to decline in the last decade. These data further support the conclusion reached in an earlier section as an explanation of this group's drop in rank order from third

TABLE 10

AVERAGE TENURE OF TEACHERS WHO WITHDREW DURING ONE OF FOUR
DECADES FROM NINE INSTITUTIONS WITH STUDENT
ENROLMENT UNDER 500

Type of Control	1900-1910	1910-1920	1920-1930	1930-1940	Total Average
Public.....	1 93	3.13	3.12	3.59	3.19
Private.....	2.33	3.85	2 97	4.27	3 46
Catholic.....	2 00	4.23	5 54	5.18	4.42
Total Average	2.10	3.87	3.80	4.40	3.75

to seventh place when the tenure for the 10,208 and 14,182 teachers was compared.

While the decade 1920-1930 was a high-point in tenure for the smallest Catholic colleges, in the publicly and privately controlled institutions with enrolments under 500, tenure in this same decade reached a plateau or slightly declined, but then continued to rise in the final decade.

Table 11 depicts the tenure situation in institutions with enrolments between 500 and 1,000. Among the total averages for the entire period,

TABLE 11

AVERAGE TENURE OF TEACHERS WHO WITHDREW DURING ONE OF FOUR
DECADES FROM SIX INSTITUTIONS WITH STUDENT ENROLMENT
BETWEEN 500 AND 1000

Type of Control	1900-1910	1910-1920	1920-1930	1930-1940	Total Average
Public.....	1 81	4.21	3 17	3.48	3 27
Private.....	2.82	3.62	3 60	6 68	4 43
Catholic.....	1.57	2.52	3.41	2 41	2.53
Total Average	1.98	3.24	3.44	4.57	3.40

the highest (4.43 years) is that of the privately controlled colleges in this 500-1000 group. This is due chiefly to an increase of almost 100 per cent in the average tenure of those who withdrew between 1930 and 1940 over that of those who left between 1920 and 1930.

A noticeable similarity exists in the 1920-1930 decade between the three types of institutions. But in the next decade, while the tenure of teachers in private institutions is almost doubled, that of public institutions is only slightly greater and that for Catholic colleges is decidedly lower. In fact, Catholic institutions in the under-500 and 500-1000 groups are the only two cases among the various types in which faculty members who withdrew between 1930 and 1940 had not been teaching for a longer average period than those who left during the preceding decade from 1920 to 1930.

Table 12 presents a decade-to-decade picture of tenure in institutions with enrolments between 1,000 and 2,000. When the averages for these institutions in the 1000-2000 group are considered, one finds a still more striking example of the phenomenon pointed out in connection with the 500-1000 class. Teachers who severed their relations with privately controlled institutions between 1920 and 1930 had served an average of 3.8 years whereas those who withdrew during the subsequent decade had taught for an average of 9.73 years—over two and one-half times as long as their predecessors. This extremely high average in the last decade easily gives the private institutions a superior average for the entire period beginning with 1900.

TABLE 12

AVERAGE TENURE OF TEACHERS WHO WITHDREW DURING ONE OF FOUR
DECADES FROM SIX INSTITUTIONS WITH STUDENT ENROLMENT
BETWEEN 1000 AND 2000

Type of Control	1900-1910	1910-1920	1920-1930	1930-1940	Total Average
Public.....	2 08	2 46	3 11	4.29	2 98
Private.....	2 14	3.13	3.80	9 73	4.74
Catholic.....	2.66	2 82	3 08	3 21	2 98
Total Average	2.29	2.75	3.35	5.92	3.63

The tendency toward increased tenure in public institutions, mentioned previously, is again in evidence in the 1000-2000 group. Although the total average for the forty years in public institutions (2.98 years) is no greater than that in Catholic colleges, nevertheless there is a difference of a full year in favor of the public institutions in the most recent decade of 1930-1940.

Final attention in Chapter II is directed to the institutions with the largest enrolments. Their total and decade-to-decade averages are given in Table 13. Of all the various types the greatest similarity in patterns of tenure is found in these institutions with enrolments over 2,000. One species of similarity readily observable in Table 13 is that between the average tenures for each individual decade. The maximum difference in any decade is only 1.56 years in the case of public and Catholic institutions in the ten years from 1910 to 1920. Moreover, there is a symmetry among all three types of these larger institutions in the steady increase in average tenure from one decade to the next.

The greatest single increase from one decade to another is in the case of the teachers who withdrew most recently from public institutions. This growth from 2.81 years in 1920-1930 to 4.41 years in 1930-1940 establishes the conclusion which seemed to be implied in the rise of public institutions from eighth to fourth place in the comparative data presented in Table 7. There is every indication that the average tenure of teachers in the large public institutions is increasing markedly during recent years.

TABLE 13
AVERAGE TENURE OF TEACHERS WHO WITHDREW DURING ONE OF FOUR
DECADES FROM NINE INSTITUTIONS WITH STUDENT
ENROLMENT OVER 2000

Type of Control	1900-1910	1910-1920	1920-1930	1930-1940	Total Average
Public.....	2.30	2.42	2.81	4.41	3.22
Private.....	2.64	3.27	3.90	4.89	3.97
Catholic.....	2.29	3.98	3.96	3.99	3.74
Total Average	2.30	3.11	3.45	4.67	3.60

General Conclusions

The main generalizations derived from an analysis of tenure conditions without reference to academic ranks, degrees, or fields of instruction may be summarized as follows:

I. Conclusions based on the total period from 1900 to 1940:

1. When all faculty members were grouped together without distinction as to ranks, degrees, or fields of instruction, there was a great similarity in the average length of tenure among institutions in spite of very different sizes of student enrolment.

2. Over the complete forty-year period, teachers in privately controlled institutions have generally had longer tenure than those in public and Catholic colleges and universities.
3. There was a closer, more direct relationship between the size of the institution and the average length of tenure for its total faculty during the recent rather than the earlier years of the period from 1900 to 1940.

II. Conclusions based on the four decades analyzed separately:

1. Irrespective of the size of the student body and the type of administrative control, there is a general trend towards an increasingly longer tenure in each succeeding decade from 1900 to 1940.
2. When the decade-to-decade tenure for teachers in the smallest institutions is analyzed, it is found that the length of service of those who withdrew from Catholic institutions with enrolments under 500 was highest in the decade 1920-1930 and declined in the following decade, whereas in the publicly and privately controlled institutions tenure was longer in the 1930-1940 decade than in the preceding one.
3. Teachers who withdrew between 1930 and 1940 from privately controlled institutions with enrolments from 500 to 1,000 and from 1,000 to 2,000 had experienced an average tenure which was considerably greater than for those who withdrew from public and Catholic institutions during the same decade as well as those who withdrew from private institutions in the decades preceding 1930.
4. Tenure among teachers in the large public institutions, especially those with enrolments over 2,000, is increasing noticeably during recent years.
5. The most steady and consistent increase in tenure from one decade to the next is found among the largest, more rapidly developing institutions. Moreover, the least differences between the tenure of teachers in public, private, and Catholic institutions are also found among these institutions in the over-2000 group.

CHAPTER III

FACULTY TENURE AND ACADEMIC RANKS

Development of Academic Ranks in American Institutions

Before presenting the data on the relationship of tenure to academic rank, it is necessary to introduce a brief discussion of the historical evolution of these academic ranks in American institutions of higher education. As is to be expected, Harvard, the country's first college, borrowed many administrative details and academic customs from England. "If we would know upon what model Harvard College was established, what were the ideals of her founders and the purposes of her first governors, we need seek no farther than the University of Cambridge."²² Especially must we look to Emmanuel College at Cambridge since many of the New England settlers had attended this Puritan institution. Emmanuel was chartered as a corporate body on January 11, 1583. "It consisted of a Master, Laurence Chaderton, B.D., late Fellow of Christ's College; three Fellows, Charles Chadwick of Christ's College, William Jones and Lawrence Pickering, both of Clare Hall; and four scholars . . ."²³ As the accounts reveal, the common title possessed by the Fellows was that of Lecturer. "The education was in the hands of Lecturers—a Head Lecturer, a Greek Lecturer, and a Lecturer in Logic—each of whom examined his own class . . ."²⁴

King Henry VIII was responsible for the creation in the universities of the Regius professorships of Divinity, Hebrew, Greek, Medicine, and Civil Law.²⁵ These professorial chairs were an important factor in the transition from the administrative scheme of the medieval universities, in which regent masters handled all instruction, to the university of the nineteenth century in which the teaching was done by endowed professors and tutors.

Harvard eventually adopted the practice of bestowing the title of *professor* or *doctor* on the masters in the higher faculties of Law, Medi-

²²Samuel Eliot Morison, *The Founding of Harvard College*, p. 40. Cambridge: Harvard University Press, 1935.

²³E. S. Shuckburgh, *Emmanuel College*, p. 4. University of Cambridge College Histories. London: F. E. Robinson and Co., 1904.

²⁴*Ibid.*, p. 30.

²⁵Morison, *op. cit.*, p. 43.

cine and Theology. Thus by the year 1825 Harvard had a faculty designated by the following titles: sixteen professors, one lecturer, one instructor, and five tutors. This same pattern of faculty ranks, a large proportion of professors assisted by a few instructors and tutors, continued until after the middle of the nineteenth century. The Harvard catalogue for 1860 lists two teachers with the official title of assistant professor. Ten years later in 1870 a new title of adjunct professor is given to five faculty members. During the subsequent decade this title disappears to be supplanted about 1890 by the last title to make its appearance, that of associate professor. In that year Harvard was employing seventy-seven professors, two associate professors, twenty-two assistant professors, sixteen instructors, and three tutors.

That Harvard's use of academic titles was not unique in the early privately controlled colleges is evidenced by a perusal of *The Historical Catalogue of Brown University*.²⁶ As at Harvard the titles of professor and tutor were in continuous use from Brown's first year of instruction in 1765. Adjunct professors appear intermittently in 1815, 1833, and 1835. The first assistant professor is listed in 1835; the first instructor in 1844; the first associate professor in 1889.

Many early catalogues available in the Graduate Education Library at the University of Chicago were studied in order to determine the utilization of academic ranks at various periods and by different types of institutions. For example, the development of academic ranks in the case of a publicly controlled institution can be traced in the history of the State University of Iowa. In the first circular (1855), five professors are listed and two teachers, one of college preparatory and the other of normal school subjects. By 1870 the faculty at the University of Iowa included thirty-two professors, two assistant professors, twelve lecturers, and twelve instructors.

More or less the same pattern is to be found among the early Catholic institutions. In its initial years, Georgetown, the oldest Catholic college in the United States (founded in 1785), used the title of professor for all faculty members. By 1860 the only other title in use was that of assistant professor. The additional title of lecturer had appeared by 1870. In 1890 Georgetown had thirty professors, two assistant professors, and nine lecturers.

²⁶Louise Bauer and William Hastings (editors), *The Historical Catalogue of Brown University, 1764-1934*. Providence, Rhode Island: Brown University Press, 1936.

Before concluding this brief sketch of the development of academic ranks and titles in American colleges, one or two points need to be emphasized. First of all, it is obvious that the significance attaching to academic rank today is of quite recent origin. The titles affixed to the names of faculty members in 1900 and even later did not have the same connotations in relationship to prestige, tenure, and salary as is the case in most institutions today. One evidence of this in early publications is the rather frequent omission or change of the same teacher's title from year to year. For example, in the catalogues of Santa Clara University from 1900 to 1925 the same members of the staff were listed as professors, later as instructors, and finally without any title. Academic ranks were of small concern in the early Catholic colleges since their faculties were composed almost entirely of members of teaching orders. Ranks became of importance only much later when the number of salaried faculty members began to increase rapidly. What little significance the title professor possessed at Georgetown in 1800 is evident from the fact that at the same period Holy Cross College and other early Catholic colleges under the administration of the Jesuit Order were bestowing no specific title on their instructional staffs.

A second point to be stressed is that even today there are many institutions of higher education, particularly normal schools and teachers colleges, whose catalogues list the names of the faculty and their instructional fields without any designation of title or rank. For example, Western State Teachers College at Kalamazoo, Michigan, had a recent enrolment of 2,894 according to Marsh's 1940 statistics.²⁷ This institution's most recent catalogues, however, list the faculty members according to their departments without any indication of academic rank.

A detailed explanation of the reasons for the varied policies followed by institutions in their use of academic ranks is outside the scope of this study. Mention of these facts, nevertheless, is in place here because the limited significance of ranks in the early years of the period from 1900 to 1940 must be kept in mind in the interpretation of the data to be presented in this chapter. Moreover, it was chiefly for this reason that tenure conditions were studied in the preceding chapter irrespective of their relation to academic ranks.

²⁷ Clarence S. Marsh (ed.), *American Universities and Colleges*, p. 585. 4th ed.; Washington, D. C.: American Council on Education, 1940.

Overview of Academic Ranking in the Thirty Faculties

Before directly considering the problem of the relation of tenure to the various ranks, it is necessary to make a brief study of the patterns of academic ranking followed in these thirty American institutions since 1900. For this purpose, Table 14 has been set up to show the historical development of academic ranks in this country. The data in this table must be used as a check on any conclusions later to be drawn concerning relationships between the two factors of rank and tenure. No attempt will be made to exhaust the implications which might be derived from the data in Table 14. For present purposes it will be sufficient to indicate only the salient points, those most directly pertinent to the problem under investigation.

The gradual abandonment of the practice of grouping all teachers together without title or distinction is noticeable. In 1900, seven out of the twelve groups of institutions had some colleges which used no academic rankings. This number had decreased to four of the groups in 1910 and 1920; to three in 1930; and to one in 1940. In actual numbers, there were eight institutions of the thirty which used no academic rankings in 1900. By 1920, there were five such institutions; by 1930, three institutions; and by 1940, only one institution. As a matter of fact, none of the thirty institutions in 1940 completely neglected the use of academic ranks. Santa Clara University assigned the rank of professor to a small percentage of its staff but used no title for the majority of the faculty members.

When institutions under different administrative control are compared, it is discovered that all the privately controlled institutions except the smallest had adopted the use of faculty ranks as early as 1900. Moreover, by the beginning of the present century all the teachers in the largest institutions whether public, private, or Catholic were assigned to one of the academic ranks.

In the institutions which used ranks, the tendency from 1900 to 1920 was to give the title of professor to a large proportion of the instructional staff. The percentage is never below 40 and reaches as high as 90 per cent. An indication that in the early decades the rank of professor had less significance in Catholic colleges than elsewhere is found in the fact that in all sizes of these institutions the rank of professor was used for a larger percentage of the staff than by the corresponding publicly and privately controlled colleges and universities. Among the three groups of institutions with enrolments under 500,

TABLE 14
PERCENTAGE OF TEACHERS WITH ACADEMIC RANKS IN 1900, 1910, 1920, 1930, AND 1940 IN INSTITUTIONS
WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Year	Rank	Enrolment Under 500			Enrolment 500-1000			Enrolment 1000-2000			Enrolment Over 2000		
		Pub.	Priv.	Cath.	Pub.	Priv.	Cath.	Pub.	Priv.	Cath.	Pub.	Priv.	Cath.
1900	None.....	69.6	20.5	18.3	100.0	24.5	42.5	30.6	19.1	20.9	24.6	9.1	...
	Instructor.....	...	38.5	...	...	...	...	8.3	2.9	12.2	9.4	1.7	...
	Assistant Professor.....	...	...	...	...	...	...	...	2.1	...	...	...	...
	Associate Professor.....	30.4	41.0	81.7	...	14.3	57.5	52.8	5.2	1.5	4.7	89.3	...
1910	None.....	28.0	51.8	...	93.3	61.2	22.7	...	68.8	75.0	61.4	...	...
	Instructor.....	12.0	15.9	3.4	3.3	19.7	40.9	33.0	26.9	23.9	39.9	24.7	...
	Assistant Professor.....	...	...	...	...	7.6	...	13.2	4.6	...	7.5	5.0	...
	Associate Professor.....	60.0	9.1	...	...	19.7	36.4	9.4	14.9	3.0	6.8	3.1	...
1920	None.....	...	43.2	96.6	3.3	53.0	...	44.3	53.7	73.1	45.9	67.2	...
	Instructor.....	15.7	36.5	...	93.3	...	28.0	...	...	...	...	...	...
	Assistant Professor.....	39.2	19.2	10.2	...	21.5	18.0	32.6	23.4	20.3	34.6	25.5	...
	Associate Professor.....	7.8	7.7	...	...	1.3	4.0	11.4	14.7	8.1	13.7	8.1	...
1930	None.....	3.9	...	1.7	...	16.5	...	44.7	9.1	1.4	11.0	6.5	...
	Instructor.....	33.3	36.5	88.1	6.7	60.8	50.0	...	52.8	70.3	32.4	59.9	...
	Assistant Professor.....	28.6	...	...	37.9	...	30.4	...	...	...	...	...	...
	Associate Professor.....	40.5	28.2	5.9	27.3	18.0	4.4	32.8	20.3	33.2	30.5	48.0	...
1940	None.....	4.8	15.4	...	15.2	18.8	21.7	16.4	22.1	25.1	23.9	25.6	...
	Instructor.....	4.8	3.9	...	9.1	15.6	4.4	11.5	6.5	9.0	12.7	12.0	...
	Assistant Professor.....	21.4	52.6	94.1	10.6	47.7	39.1	39.3	51.1	32.7	30.9	29.5	...
	Associate Professor.....	...	...	...	...	...	...	...	...	...	...	...	...
1940	None.....	36.8	32.2	14.5	9.3	23.0	35.5	31.1	21.4	39.7	34.4	35.8	...
	Instructor.....	6.9	17.8	36.2	43.3	17.1	13.2	21.3	24.4	24.1	21.1	16.7	...
	Assistant Professor.....	25.3	3.3	9.4	33.0	18.4	1.3	13.2	7.9	12.2	19.9	16.7	...
	Associate Professor.....	31.0	46.7	39.9	14.4	41.5	27.6	34.5	46.2	24.1	31.5	27.8	...

between 500 and 1,000, and between 1,000 and 2,000, the privately controlled colleges have a noticeably higher percentage of the faculty at the rank of professor than is true in the public and Catholic institutions. This tendency which is contrary to the general trend in more recent decades is explained by the fact that typically these institutions are among the most ancient in the country and employ "old" faculties, that is, more faculty members who have been teaching for many years and hence have possessed the rank of full professor for a long time. Incidentally, this fact is complementary to that of the longer average tenure of teachers in privately controlled institutions pointed out previously in Chapter II.

If one studies the entire forty-year period to discover changes in practice among the twelve groups, the greatest single variation is found in the use or non-use of ranks. In this case the variation is 100 per cent—from complete disuse to complete use of academic ranks. As regards the four ranks, that of professor had the greatest variation—from zero to 96.6 per cent of the staff. Next in variability is the rank of instructor, the use of which ranged from zero to 48.0 per cent of the faculty members. The ranks of assistant and associate professor varied in use from zero to a maximum of 36.2 and 25.3 per cent, respectively.

Consistency of pattern from one decade to another in the use of academic ranks is most characteristic of the public institutions in the 1000-2000 group. For 1910, 1920, 1930, and 1940 the percentage of instructors in this group was 33.0, 32.6, 32.8, and 31.1, respectively; for assistant professors, 13.2, 11.4, 16.4, and 21.3; for associate professors, 9.4, 11.4, 11.5, and 13.2; and for professors, 44.3; 44.7, 39.3, and 34.5.

The greatest inconsistency of pattern seems to be that of the smallest Catholic institutions. In 1900 some of the teachers in these colleges had no rank and the rest were professors; a change was made to instructors and professors in 1910; a few associate professors were added by 1920; these had again disappeared in 1930; and the four common ranks were being used only in the later years of the last decade.

By 1940 there had developed a more or less stable pattern among all the largest institutions. About 25 to 36 per cent of the staff are instructors; 16 to 24 per cent are assistant professors; 16 to 20 per cent are associate professors; and 27 to 32 per cent are professors.

Relationship of Tenure to Academic Rank

There are several possible approaches to the problem of the relationship between tenure and the four academic ranks commonly used in colleges and universities. One of the chief purposes of this chapter is to focus attention on the rate of promotion from one academic rank to another. It seemed that an effective means for the attainment of this objective would be that of organizing the data for each academic rank as separate units, that is, to record separately the total number of years which a teacher spent at each academic rank, not the total number spent at all the ranks to which he was assigned. With the data thus organized separately for each rank, it was then necessary, in order to analyze the rate of promotion, to make the distinction used throughout the study between teachers who withdrew and teachers who remained at an institution. For the one decade from 1900 to 1910, therefore, there were several types of averages needed for this section of the study: the average number of years spent by teachers with the rank of instructor who had withdrawn by the end of the 1900-1910 decade; the average number of years spent by teachers with the rank of instructor who had retained this rank or had been promoted to a higher rank by the end of the 1900-1910 decade; the average number of years spent by teachers at the rank of assistant professor who had withdrawn by the end of the 1900-1910 decade; the average number of years spent by teachers at the rank of assistant professor who had retained this rank or had been promoted by the end of the 1900-1910 decade; and similar averages for the rank of associate professor and professor.

These averages, therefore, represented the tenure in the 1900-1910 decade of typical teachers who withdrew while assigned to one of the four ranks, and the tenure of typical teachers during the same decade who retained one of the ranks or were promoted to a higher rank. By comparing these averages with corresponding averages for the other three decades, it was possible to establish trends in the tenure of both withdrawing and remaining teachers. It should be remembered, however, that all these averages represent the years of service spent in a single institution at one academic rank. No account is taken of a teacher's tenure at the same rank in more than one institution, nor of his combined years of service at more than one rank in the same institution.

In the subsequent tables which are concerned with teachers who withdrew, an average will be given for each decade as well as for the

four decades combined. This is possible because the teachers who withdrew from an institution in the 1900-1910 decade, for example, are entirely separate cases from those who withdrew in the 1910-1920 decade. The same process of securing a total average for the four decades is not possible in the case of the teachers who remained or were promoted during the various decades. At the end of the 1900-1910 decade, for example, there will be some teachers who have the rank of instructor. Their years of service will be included among those who retained the rank of instructor or had been promoted to a higher rank during the decade from 1900 to 1910. In the next decade some of these same teachers will be promoted to the rank of assistant professor. In this case their total years of service at the rank of instructor will be included among those who retained the rank of instructor or were promoted during the decade from 1910 to 1920. Hence a process of totaling the number and man-years of service of teachers who remained or were promoted during the four decades would involve including the data for the same individual twice or even three times. The resulting tenure averages for the four decades combined would be meaningless.

Relationship of Tenure to Teachers Without Academic Rank

As was mentioned in the introductory chapter, teachers without academic rank were not to be included according to the original plan. But in order to get a sampling of institutions of all types and sizes for the entire forty-year period, it became necessary in the case of institutions which did not utilize ranks to include all teachers who were obviously full-time members of the instructional staff. Before proceeding to a study of tenure at each individual rank, several observations will be made concerning this group of teachers not assigned to any definite rank.

Table 15 deals with the faculty members without academic rank who severed relations with one of the thirty institutions during the forty-year period. As the data show, in the course of the forty years there were 406 teachers without academic rank who withdrew from the institutions investigated. Their average tenure was 2.41 years. A clear indication of the tendency to abandon the indiscriminate method of grouping all teachers together—a trend pointed out in connection with the data in Table 14—is apparent from the fact that between 1930 and 1940 only 54 teachers without rank withdrew as compared with 130, 106, and 116 in the preceding decades. Tenure averages for these faculty members range from 1.76 years in 1900-1910 to 3.50 years in 1930-1940.

TABLE 15

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WITHOUT ACADEMIC RANK WHO HAD WITHDRAWN FROM THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910	130	229	1.76
1910-1920	106	313	2.95
1920-1930	116	249	2.15
1930-1940	54	189	3.50
Total	406	980	2.41

Table 16 presents the tenure data for the two types of teachers without rank who remained in the various institutions, namely, those who were as yet not assigned to one of the four ranks by the end of one of the four decades and those whose status had been changed from teachers without rank to that of instructor or one of the higher ranks by the close of one of the ten-year periods.

TABLE 16

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WITHOUT ACADEMIC RANK WHO HAD REMAINED WITHOUT RANK OR HAD BEEN PROMOTED BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Remaining	Total Man-Years of Service	Average Tenure
1900-1910	20	89	4.45
1910-1920	15	82	5.47
1920-1930	40	277	6.93
1930-1940	57	448	7.86

As Table 16 shows, for teachers who either remained at an institution without rank or who were given an academic rank when the college inaugurated their use, there was a steady increase of about one year in average tenure from one decade to the next. The average tenure of this group for the decade ending in 1940 was 7.86 years. Of all the groups which remained or were promoted in this 1930-1940 decade, this average for teachers without rank is the highest except for those at the rank of professor, as later data will show.

*Relationship of Tenure to the Rank of Instructor*Instructors Who Had Withdrawn by the
End of Various Decades

In considering each academic rank separately, first consideration will be given to those who severed relationships with a college or university during one of the four decades. Table 17 presents the tenure averages at the rank of instructor for teachers who withdrew between 1900 and 1940. This table shows that 950 or nearly twice as many instructors left

TABLE 17

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE AT THE
RANK OF INSTRUCTOR OF TEACHERS WHO HAD WITHDRAWN FROM
THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910	532	874	1.64
1910-1920	950	1,963	2.07
1920-1930	1,569	3,186	2.03
1930-1940	1,532	4,277	2.79
Total	4,583	10,300	2.25

the thirty institutions between 1910 and 1920 as in the preceding decade. Moreover, in the 1920-1930 decade nearly twice as many withdrew at the rank of instructor as in the period from 1910 to 1920. In the most recent decade, however, the number of instructors withdrawing is not only not greater but slightly less than in the preceding decade. In the majority of institutions the rank of instructor is given to most younger persons newly appointed to the staff. These data indicate that in actual numbers there is a recent trend toward less turnover among newly appointed personnel, for those teachers with the rank of instructor who left an institution in the last decade had been teaching there a somewhat longer time than those with that rank who had left in any of the previous decades.

In Table 18 the data for instructors who withdrew are classified according to the size of the student body and administrative control in the various institutions. Since this table actually represents a triple break-down of the total data on the basis of academic rank, size, and type of control, the number of teachers involved in each category as

TABLE 18

NUMBER AND AVERAGE TENURE AT THE RANK OF INSTRUCTOR OF
TEACHERS WHO HAD WITHDRAWN BY THE END OF ONE OF FOUR
DECADES FROM INSTITUTIONS WITH VARIOUS SIZES OF STUDENT
ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910		1910-1920		1920-1930		1930-1940	
	Num- ber	Av. Tenure	Num- ber	Av. Tenure	Num- ber	Av Tenure	Num- ber	Av. Tenure
Under 500								
Public.....	3	1.00	10	2.60	67	1 54	48	3.29
Private.....	24	2.17	22	3.54	30	1 50	47	2 47
Catholic.....	4	1.75	21	1 76	19	1.32	14	3.93
500-1000								
Public.....			3	4.00	11	2 18	10	2.00
Private.....	22	1.64	23	1.39	47	2.06	41	3.10
Catholic.....	29	1 45	40	2.40	13	2 31	13	1.46
1000-2000								
Public.....	47	1.34	162	1.75	130	2 02	89	2.52
Private.....	73	1.42	118	2.53	103	1.72	66	3.33
Catholic...	13	1.77	16	1 19	55	1.67	69	2.29
Over 2000								
Public.....	68	1 53	260	1.61	566	1.91	422	3.02
Private.....	173	1.78	159	2 22	258	2.47	331	2.69
Catholic.....	76	1.74	116	2.66	270	2.27	382	2.66
Total	532	1.64	950	2.07	1,569	2.03	1,532	2.79

well as the tenure averages are given in order that instances may be observed in which the averages are of less significance because of the small number of cases. In similar break-downs throughout the study the number of teachers will be indicated except where the sample is obviously large enough to be reliable.

It is interesting to note in Table 18 the lack of uniformity in the number of instructors withdrawing from institutions with different types of control regardless of the size of their student body. Among Catholic institutions in general, the number of instructors withdrawing in any decade was usually considerably less than in the case of public and private colleges and universities.

If the various size-groups are considered in order, it will be found that during the ten years from 1920 to 1930 instructors who left any type of institution in the under-500 group had been employed for an

average of one or two years. During the subsequent decade there is a marked tendency for instructors to remain for a longer time before leaving. For each type there is an increase of at least one a year, and for Catholic institutions the increase is 2.61 years.

In the 500-1000 group a trend similar to the one pointed out in the smallest institutions can be observed. In the 1920-1930 decade there is a convergence toward about equal tenure for all three types of institutions. The typical instructor who withdrew from any of the colleges in this group had been in service about two or three years. But whereas in the under-500 group tenure continued to increase into the last decade, in the public and Catholic institutions with enrolment between 500 and 1,000 the tenure dropped 0.18 of a year in the former and 0.85 of a year in the latter. These are the only two instances in which the tenure of instructors who left between 1920 and 1930 was greater than in the 1930-1940 decade.

For the larger institutions in the 1000-2000 and over-2000 groups, the data for teachers at the rank of instructor present a fairly regular pattern both in the similarities in average tenure at various periods as well as in the gradual lengthening of tenure from one decade to another. Most consistent of all are the colleges and universities in the over-2000 group, as is evidenced by the fact that the greatest difference between average tenure at any decade is only 1.05 years for public and Catholic institutions in the 1910-1920 decade. The next most consistent pattern is found in the institutions next in size in which case the largest difference is 1.34 for the private and Catholic institutions between 1910 and 1920.

A survey of Table 18 in its entirety shows that the greatest dissimilarities in the average tenure of instructors are in the 1910-1920 decade, while the largest number of similarities is to be found in the following decade from 1920 to 1930.

Instructors Who Retained the Same Rank or Were Promoted

The previous section has attempted to answer the general question: What was the average tenure at the rank of instructor of teachers who withdrew from different types of institutions and at various periods of time? Another vital question concerning tenure is this: What is an instructor's average expectancy regarding continued service at an institution and promotion to a higher rank? The answer to this second

question can be obtained by studying the group of teachers at the rank of instructor who retained this rank or had been promoted from it by the end of one of the four decades from 1900 to 1940.

Table 19 presents the decade-to-decade tenure averages for all members of the instructional staff in the thirty institutions who remained at the rank of instructor or had been promoted to a higher rank by the

TABLE 19

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE AT THE RANK OF INSTRUCTOR OF TEACHERS WHO HAD RETAINED THIS RANK OR HAD BEEN PROMOTED FROM IT BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Remaining	Total Man-Years of Service	Average Tenure
1900-1910	153	508	3 32
1910-1920	273	1,024	3 75
1920-1930	471	2,165	4.60
1930-1940	1,986	9,607	4 84

close of the various ten-year periods. Compared with Table 17 the figures in Table 19 show that in each of the first three decades from 1900 to 1930 at least three times as many instructors withdrew from institutions as remained. There is a sharp contrast, however, in the decade from 1930 to 1940, in which 454 more instructors remained in the thirty institutions than withdrew from them. The implication of these facts is clear when they are considered in the light of the decade-to-decade average tenure of the instructors who were promoted. Since there is a steady increase from 3.32 in 1900-1910 to 4.84 years in the last decade, it is obvious that, as a general rule, more and more teachers are being retained at the rank of instructor for a longer period before being promoted. But since the number of instructors who withdrew is declining, the over-all picture in recent years is one of faculty expansion in terms of number of teachers without a corresponding amount of faculty turnover. If this generalization should prove to be true at the level of the other three ranks as well as that of instructor, it would suggest that in recent years there has been an approach toward the stabilization of college and university faculties.

The basic data for instructors who remained at the same rank or were promoted are classified in Table 20 according to the institutions'

size of enrolment and type of control. It is obvious from this table that the number of instructors who remained or were promoted during the first three decades in any of the institutions with enrolments under 1,000 was too small to give any degree of reliability to the correspond-

TABLE 20

NUMBER AND AVERAGE TENURE AT THE RANK OF INSTRUCTOR OF
TEACHERS WHO HAD RETAINED THIS RANK OR HAD BEEN PROMOTED
FROM IT BY THE END OF ONE OF FOUR DECADES IN INSTITUTIONS
WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES
OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910		1910-1920		1920-1930		1930-1940	
	Num- ber	Av. Tenure	Num- ber	Av. Tenure	Num- ber	Av Tenure	Num- ber	Av. Tenure
Under 500								
Public.	1	2 00	2	2 00	3	4 00	35	6.14
Private..... ..	2	1 50	2	4.50	4	1.25	30	6 07
Catholic	3	3 67	5	3 40	6	4 67	32	2.91
500-1000								
Public..... ..	..	..	..	..	3	1.67	29	3.97
Private.	16	3 50	12	3.50	26	2.96	54	4.17
Catholic..... ..	...	.....	..	..	5	7 00	25	2.64
1000-2000								
Public	13	2.31	39	2 97	32	3 81	116	5.48
Private	32	4 03	22	4 61	28	6.46	84	5.04
Catholic ..	3	1 33	4	2 50	25	4.32	128	4.71
Over 2000								
Public	34	3 44	86	3 45	121	4 04	363	5.20
Private..... ..	32	3 31	51	4.12	116	5 19	438	4.82
Catholic....	17	2 94	50	4 32	102	4 91	652	4.67

ing tenure averages. In the final decade, however, where the numbers involved are fairly large, the tenure averages for instructors who remained or were promoted in the smaller Catholic colleges are from two to three years below that of publicly and privately controlled institutions for the same period. This is explained to some extent by a fact pointed out in the analysis of Table 14, namely, that only in very recent years have the smallest Catholic colleges used the rank of instructor for any considerable number of the faculty.

In the larger institutions under all types of administration much more consistent trends are noticeable. In the 1000-2000 groups with

the single exception of private schools in 1930-1940, there has been a steady increase in average tenure from one decade to the next. Practically the same can be predicted of the instructors in the largest institutions. During the 1930-1940 decade, in any type of college or university with enrolment over 2,000, the typical instructor had been in service about five years before being raised to a higher academic rank.

In the 1920-1930 decade, instructors in larger private institutions had the longest tenure before being promoted; in the following decade those in public institutions served the longest time before promotion. Finally, in this last period, instructors in the largest Catholic institutions were promoted somewhat sooner than in the other two types.

Relationship of Tenure to the Rank of Assistant Professor

Assistant Professors Who Had Withdrawn by the End of Various Decades

The data for assistant professors presented in Tables 21 to 24 will be analyzed in the same fashion as the material for instructors. Table 21 depicts the average tenure at the rank of assistant professor of those who withdrew from the thirty institutions during one of the decades after attaining this rank of assistant professor. The most important observation to be derived from this table is the same as has already been made about the teachers at the rank of instructor who withdrew during various periods. In the course of the four decades teachers at the rank of assistant professor have had a slightly increasing tenure at this rank.

TABLE 21

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE AT THE RANK OF ASSISTANT PROFESSOR OF TEACHERS WHO HAD WITHDRAWN FROM THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910	77	156	2.03
1910-1920	240	506	2.11
1920-1930	451	1,147	2.54
1930-1940	562	1,664	2.96
Total	1,330	3,473	2.61

The growth is consistent and yet so small that the difference between the average for the first and last decade is less than a year (0.93).

For the total forty-year period the typical faculty member with the rank of instructor who withdrew from these thirty institutions had been in service for 2.25 years. The typical teacher with the rank of assistant professor who withdrew had served at that rank for 2.61 years.

Table 22 is a break-down of the data according to institutional size and control for teachers who withdrew at the rank of assistant professor. Although the general data in Table 21 showed a gradual increase in average tenure from one decade to the next, the break-down in Table 22 presents a confused picture which admits of many exceptions to the general conclusions. This is undoubtedly due to the small number of cases involved, especially among the smaller institutions. Although the total

TABLE 22

NUMBER AND AVERAGE TENURE AT THE RANK OF ASSISTANT PROFESSOR OF TEACHERS WHO HAD WITHDRAWN BY THE END OF ONE OF FOUR DECADES FROM INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910		1910-1920		1920-1930		1930-1940	
	Number	Av. Tenure	Number	Av. Tenure	Number	Av. Tenure	Number	Av. Tenure
Under 500								
Public.....			6	1.33	7	4.71	9	2.56
Private.....					12	2.00	11	2.27
Catholic....			2	1.00	1	1.00	26	1.81
500-1000								
Public.....					2	3.00	9	2.22
Private.....	1	2.00	5	1.00	5	2.20	19	2.16
Catholic....					5	1.80	12	2.92
1000-2000								
Public.....	8	1.63	37	2.30	40	3.05	34	2.88
Private.....	9	2.44	29	1.48	47	1.89	42	4.40
Catholic....	1	1.00	1	1.00	31	1.77	24	2.25
Over 2000								
Public.....	35	1.63	106	2.13	177	2.45	156	3.29
Private.....	16	3.13	34	2.47	75	2.81	136	2.76
Catholic....	7	1.57	20	2.60	49	3.10	84	3.05
Total	77	2.03	240	2.11	451	2.54	562	2.96

average tenure of withdrawing assistant professors for 1930-1940 is 2.96 years as compared with 2.54 years in 1920-1930, nevertheless in six out of the twelve size and control classifications the 1930-1940 average tenure is less than the corresponding average in the 1920-1930 decade.

Assistant Professors Who Retained the Same Rank or Were Promoted

In Table 23 are shown the data for teachers who had held the rank of assistant professor during a given decade and were still in service at the end of that decade, either in the same or in a higher rank. Just as throughout the forty-year period the number of years spent at the rank of instructor previous to promotion has slightly increased (Table 19), so the number of additional years at the rank of assistant professor has increased from 2.80 years in 1900-1910 to 5.35 years in 1930-1940. The data in Table 23 indicate, therefore, that during the last decade among faculty members who remained in the thirty institutions, the typical teacher spent about five years as an instructor and then served about five more years as assistant professor before receiving another promotion.

TABLE 23

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE AT THE
RANK OF ASSISTANT PROFESSOR OF TEACHERS WHO HAD RETAINED
THIS RANK OR HAD BEEN PROMOTED FROM IT BY THE
END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Remaining	Total Man-Years of Service	Average Tenure
1900-1910	74	207	2 80
1910-1920	161	715	4 44
1920-1930	309	1,342	4 34
1930-1940	1,335	7,146	5.35

Table 24 presents a classification of the data according to institutional size and control for assistant professors who remained or were promoted in each of the four decades. This break-down reveals that from 1900 to 1930 there was a wide range in the various types of institutions. This spread for these first three decades is from one to about seven years. During the most recent decade, however, the spread is considerably reduced so that most of the 1930-1940 averages are between four and six years.

TABLE 24

NUMBER AND AVERAGE TENURE AT THE RANK OF ASSISTANT PROFESSOR OF TEACHERS WHO HAD RETAINED THIS RANK OR HAD BEEN PROMOTED FROM IT BY THE END OF ONE OF FOUR DECADES IN INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910		1910-1920		1920-1930		1930-1940	
	Number	Av. Tenure	Number	Av. Tenure	Number	Av. Tenure	Number	Av. Tenure
Under 500								
Public.....			2	3.00	1	4.00	13	7.46
Private.....					7	3.71	21	5.48
Catholic.....	1	5.00	1	2.00	..	..	52	3.27
500-1000								
Public.....					2	3.00	45	4.47
Private.....	6	1.67	10	2.50	3	1.67	53	4.92
Catholic.....			2	2.00	..	..	14	5.79
1000-2000								
Public.	11	2.00	32	3.28	15	3.67	69	5.78
Private.....	4	1.00	3	4.00	37	4.32	83	7.25
Catholic.....					17	1.76	84	6.10
Over 2000								
Public.....	26	3.08	68	4.79	108	4.67	378	5.69
Private.....	21	3.57	22	6.77	74	5.00	261	5.64
Catholic ...	5	2.20	21	4.10	45	4.04	262	4.15

The lowest average in the final 1930-1940 decade is 3.27 years for the fifty-two assistant professors who remained at the Catholic colleges with enrolments under 500. It was pointed out previously in Table 14 that in 1930 there were no faculty members in these small Catholic institutions at the rank of assistant or associate professor, while in 1940 there were 36.2 and 8.4 per cent respectively at these two ranks. It would seem that, in addition to the appointment of new faculty members to these higher ranks, some instructors in these institutions were promoted rapidly during this decade to the ranks of assistant and associate professor, thus accounting for the low average tenure for instructors (2.91 years) and for assistant professors (3.27 years).

Relationship of Tenure to the Rank of Associate Professor

Table 25 shows the tenure averages for teachers at the rank of associate professor who severed relationship with one of these thirty institu-

tions between 1900 and 1940. These data show that the average tenure at the rank of associate professor of teachers who withdrew from the thirty institutions follows the same pattern as that of withdrawing instructors and assistant professors. Table 25 makes it clear that in the

TABLE 25

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE AT THE RANK OF ASSOCIATE PROFESSOR OF TEACHERS WHO WITHDREW FROM THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910	20	49	2 45
1910-1920	109	295	2 71
1920-1930	180	547	3 04
1930-1940	285	1,136	3 99
Total	594	2,027	3.41

1900-1910 decade the typical associate professor who severed his relationship with one of the institutions had served at that academic rank for about two and one-half years. Probable corrections, derived from the study of tenure at Brown University beginning at 1850, would raise this 1900-1910 average to 2.76 years and the 1910-1920 average to 2.92 years. Nevertheless, the average of 3.99 years for the 1930-1940 decade indicates an increase over even the actual figures for the earlier decades. Comparison with Table 23 shows that in each decade the associate professors who withdrew had been at their rank from a half to a full year longer than the withdrawing assistant professors had served at their academic rank.

The break-down on the basis of institutional control and enrolment for withdrawing associate professors is given in Table 26. This analysis results in a configuration which scarcely permits of any generalizations. The most fundamental reason for this is that the data represent a comparatively small group of teachers. Throughout the entire forty years only 594 teachers withdrew from the thirty colleges and universities at the rank of associate professor as compared with 4,583 instructors, 1,330 assistant professors, and 3,295 professors.

One or two facts must be emphasized pertaining to the tenure at the rank of associate professor of faculty members who withdrew between

1930 and 1940. First, the 1930-1940 average of 3.99 years should not be considered independently of the fact that the spread in that decade's averages is from 1.00 to 16.33 years. Secondly, the most outstanding aspect of this last decade is the extremely long tenure of associate professors who withdrew from the larger privately controlled institutions, especially those in the 1000-2000 group. Since in 1930 only 6.5 per cent, and in 1940, 7.9 per cent of the total faculties of these private colleges were associate professors, the average of 16.33 years would seem to indicate that these institutions tend to keep a small number of teachers at this rank for a long period of time, possibly with no intention of promoting them to full professorships. In the 500-1000 and over-2000 groups the average tenure of associate professors is also considerably higher in the privately controlled than in the public and Catholic colleges and universities.

TABLE 26

NUMBER AND AVERAGE TENURE AT THE RANK OF ASSOCIATE PROFESSOR
OF TEACHERS WHO HAD WITHDRAWN BY THE END OF ONE OF
FOUR DECADES FROM INSTITUTIONS WITH VARIOUS SIZES
OF STUDENT ENROLMENT AND TYPES OF
ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910		1910-1920		1920-1930		1930-1940	
	Num- ber	Av. Tenure	Num- ber	Av. Tenure	Num- ber	Av. Tenure	Num- ber	Av. Tenure
Under 500								
Public.....	...	...	1	3 00	1	1.00	6	2 00
Private.....	3	1.33	2	2.00	1	1.00	1	1.00
Catholic.....	...	...	1	1 00	1	1 00	11	1.45
500-1000								
Public.....	...	...	...	...	3	2.00	8	2.75
Private.....	1	2.00	18	4 33	21	2 24	12	4.17
Catholic.....	...	...	...	...	...	...	2	1.00
1000-2000								
Public.....	2	2.00	21	2.62	16	3.31	7	3.14
Private.....	4	1.25	10	3.10	6	2.83	9	16.33
Catholic.....	3	2 67	...	...	3	1.00	11	3.09
Over 2000								
Public.....	1	6 00	20	2.45	47	2.72	60	3.23
Private.....	4	3.50	17	1.94	32	2.81	60	6.38
Catholic.....	2	3 00	19	2.16	49	4.08	98	2.61
Total	20	2.45	109	2.71	180	3.04	285	3.99

Associate Professors Who Retained the Same Rank or Were Promoted

Table 27 presents the tenure averages for teachers who had held the rank of associate professor during one of the four decades and were still in service at the end of that decade, either at the same or at a higher rank. The increase in averages from 3.02 years in 1900-1910 to 5.76 in 1930-1940 indicates that the rate of promotion from associate to full professor has been gradually decreasing during the forty-year period under consideration. Even if the corrections of 1.27 years and 0.14 of a year, based on the data for Brown University given in Chapter I, are added to the averages for the first two decades, the trend towards increased tenure is maintained.

A comparison of Tables 23 and 27 evidences that the situation in respect to the retention and promotion of associate professors has been

TABLE 27

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE AT THE
RANK OF ASSOCIATE PROFESSOR OF TEACHERS WHO HAD RETAINED
THIS RANK OR HAD BEEN PROMOTED FROM IT BY THE END
OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Remaining	Total Man-Years of Service	Average Tenure
1900-1910	45	136	3.02
1910-1920	83	392	4.72
1920-1930	203	1,009	4.97
1930-1940	880	5,066	5.76

quite similar to that of assistant professors, except that in each decade the typical associate professor has been in service a slightly longer time before promotion. But the differences in 1930-1940, for example, was only 0.41 of a year.

Table 28 shows a classification of the tenure data on the basis of institutional size and control for faculty members at the rank of associate professor who retained this rank or were promoted during one of the four decades. As can be seen in Table 28, the statistics for associate professors before 1920 are not of great value for comparative purposes since up to that time many institutions either did not use the title of associate professor or had a very small number of their faculty at that

TABLE 28

NUMBER AND AVERAGE TENURE AT THE RANK OF ASSOCIATE PROFESSOR OF TEACHERS WHO HAD RETAINED THIS RANK OR HAD BEEN PROMOTED FROM IT BY THE END OF ONE OF FOUR DECADES IN INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910		1910-1920		1920-1930		1930-1940	
	Number	Av. Tenure	Number	Av. Tenure	Number	Av. Tenure	Number	Av. Tenure
Under 500								
Public.	1	2 00	..	...	2	3 00	33	3 58
Private.....	7	2 43	3	4 00	1	8 00	5	6.20
Catholic .. . . .	..	.	.	.....	1	2.00	14	4.36
500-1000								
Public.. . . .					3	4 00	29	5 93
Private.....	12	4.33	8	9 13	19	4 47	45	6.73
Catholic.....	...	..	..	..	..	.....	1	1 00
1000-2000								
Public.....	2	2 00	12	3 00	15	4 07	49	7.37
Private.....	9	1 89	15	4 73	22	8 23	30	4 87
Catholic	3	2 67	..	..	1	2 00	34	6.71
Over 2000								
Public.....	2	2 00	20	2 60	59	4.95	241	5.88
Private	7	3 57	15	5 73	53	4 89	160	6.35
Catholic.....	2	2 00	10	5 30	27	3 74	239	5.08

rank. For example, the small 1930-1940 average tenure of one year for Catholic institutions in the 500-1000 group is understandable, since previous to 1930 there were no faculty members at the rank of associate professor in these institutions. If this case is excluded, the pattern for all sizes and types of institutions is fairly regular in the final decade of 1930-1940 with a comparatively narrow spread from 3.58 to 7.37 years.

Relationship of Tenure to the Rank of Professor

Professors Who Had Withdrawn by the End of Various Decades

Table 29 presents the tenure averages of teachers at the rank of professor who withdrew during one of the four decades. The data in this table show that the same increase in average tenure from decade to decade found in the three lower ranks is also characteristic of teachers

at the rank of professor who withdrew from these institutions. In this highest rank, however, the increases are much larger, each decade presenting an average gain of about two years over the previous ten-year period. As was pointed out in Chapter I, a correction is necessary in the averages of professors for the first two decades. On the supposition

TABLE 29

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE AT THE RANK OF PROFESSOR OF TEACHERS WHO HAD WITHDRAWN FROM THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910	720	2,086	2.90
1910-1920	756	3,654	4.83
1920-1930	952	6,134	6.44
1930-1940	867	8,142	9.39
Total	3,295	20,016	6.07

that the data for Brown University are typical, the true average tenure at the rank of professor for teachers who withdrew in the 1900-1910 decade should be approximately three years greater than indicated by the method used in the study. The figures for the decade from 1910 to 1920 should be increased approximately 1.25 years. Thus the true averages for professors who withdrew in these first two decades would be about 5.9 years and 6.8 years respectively. Even the actual averages, therefore, would not destroy the trend toward increased tenure for professors who severed relationships with one of these colleges or universities. Of special importance is the average increase from 6.44 years in the 1920-1930 decade to 9.39 years in the recent decade from 1930 to 1940.

Table 30 is a refinement according to institutional enrolment and control of the data for professors who withdrew from the thirty colleges and universities. If a comparison is made between the tenure average of professors who withdrew from institutions under each type of administrative control, it is found that the professors who left the privately controlled institutions had experienced a consistently longer tenure. In the last two decades this was true in every case except that of the smallest colleges. In this under-500 group, public institutions had the longest tenure for professors who withdrew in 1920-1930, and the Cath-

TABLE 30

NUMBER AND AVERAGE TENURE AT THE RANK OF PROFESSOR OF TEACHERS WHO HAD WITHDRAWN BY THE END OF ONE OF FOUR DECADES FROM INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910		1910-1920		1920-1930		1930-1940	
	Number	Av. Tenure	Number	Av. Tenure	Number	Av. Tenure	Number	Av. Tenure
Under 500								
Public.....	13	2.92	15	5.13	18	9.83	31	4.71
Private.....	17	2.76	21	6.95	27	6.89	45	6.78
Catholic.....	57	2.19	66	5.15	75	6.73	77	7.08
500-1000								
Public.....			2	8.00	3	6.33	7	4.86
Private.....	27	3.85	30	5.33	35	6.69	31	15.16
Catholic.....	39	1.97	39	2.74	70	4.43	20	2.70
1000-2000								
Public.....	33	2.88	70	4.14	63	5.35	36	10.22
Private.....	76	2.84	51	5.47	76	7.88	78	17.26
Catholic.....	94	2.90	72	3.21	72	4.81	70	4.46
Over 2000								
Public.....	68	3.37	105	4.70	143	6.86	139	10.38
Private.....	92	4.13	74	6.20	98	8.88	142	11.41
Catholic.....	204	2.51	211	5.00	272	5.77	191	7.85
Total	720	2.90	756	4.83	952	6.44	867	9.39

olic colleges and universities the longest tenure in the 1930-1940 decade. One explanation for the distinctively large number of years (15.16, 17.26, 11.41) served by professors leaving private institutions between 1930 and 1940 might be the inauguration in recent years of a system of retirement pensions. That these high averages are not due to isolated and rare cases is evident from the comparatively large numbers of professors involved.

The relatively low tenure of professors who recently withdrew from Catholic institutions (7.08, 2.70, 4.46, 7.85 years) is partially explained by the fact that a large proportion of those at rank of professor in Catholic colleges and universities are members of religious orders which operate several institutions of higher education. Since the services of these teachers are contributed, they can easily be assigned to a different institution without new contractual arrangements and without anxiety

over the loss of academic status. Moreover, superiors of teaching orders, for example, the Jesuits, have a policy of assigning teachers wherever the capabilities of the individual are put to the best use and the needs of institutions can be served to the fullest extent. The carrying out of this policy is reflected in the data in Table 30. For example, in every decade the number of professors who withdrew from the largest Catholic institutions was greater by far than in the case of the corresponding public and private colleges and universities. Such easy transfer of faculty members, obviously not feasible among the salaried instructional staff, is one reason for the low tenure averages for Catholic institutions.

If comparisons of the data in Table 30 are made on the basis of size of enrolment, a noticeable difference is found between the tenure of professors who withdrew between 1930 and 1940 from the smaller and the larger public institutions. In the two smaller groups (under-500 and 500-1000) teachers who left public institutions in the last decade had been employed as professors for an average of less than five years, while those in the two larger groups (1000-2000 and over-2000) had been professors for an average of over ten years. Again, this is evidence of the rapidly increasing tenure among faculty members in the large public colleges and universities.

Professors Who Were Teaching in 1940-1941

According to the ordinary administrative arrangements in most institutions of higher education, there is no promotion beyond the rank of full professor. Hence there can be no data for professors corresponding to those for the teachers who were promoted from the other three academic ranks during various decades. However, one enlightening comparison can be made of the 1,256 professors who were teaching in the thirty institutions at the end of the last decade. Table 31 presents the average tenure at the rank of professor experienced by these 1,256 teachers classified according to the type and size of institution in which they were employed.

The average tenure for all these professors was 12.85 years, about three and one-half years longer than the professors who withdrew between 1930 and 1940. The total averages for each size-group represent a remarkably similar pattern. The spread is from 12.49 to 13.47 years, a maximum difference of only one year. When institutions with varying types of administrative control are compared, the average for professors teaching in Catholic institutions in the academic year 1940-

TABLE 31

AVERAGE TENURE AT THE RANK OF PROFESSOR OF THE 1,256 TEACHERS WHO WERE SERVING AT THIS RANK IN THE ACADEMIC YEAR 1940-1941 IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Public.....	14.65	9 00	14.21	13.75	13.79
Private.....	13.74	13.97	14.01	12.38	13.21
Catholic.....	12.84	9 80	11.98	11.27	11.55
Total Average...	13.47	12.76	13.64	12.49	12.85

1941 was about two years lower than for those in publicly and privately controlled colleges and universities.

In view of the very lengthy tenure of professors who withdrew from privately controlled institutions in recent years (Table 30), it is surprising to observe that the tenure of professors teaching in 1940-1941 in public institutions surpasses that of those in private colleges and universities. Obviously, tenure in the public institutions, especially in the larger groups, is on the increase in very recent years, thus tending to equalize or exceed the previously lengthier tenure of teachers in the privately controlled institutions.

General Conclusions

Inquiry into the relationship between academic rank and faculty tenure has yielded the following generalizations:

I. Tenure and teachers without academic rank

1. In spite of the fact that the practice of grouping teachers indiscriminately without academic ranks is being abandoned, the average tenure of the teachers without rank who remained at an institution or were assigned to an academic rank in the decade from 1930 to 1940 was higher than for any of the four corresponding groups with rank except for teachers at the rank of professor.

II. Tenure and the rank of instructor

1. The typical faculty member at the rank of instructor who withdrew during the 1930-1940 decade from one of the thirty institutions without being promoted to a higher rank had taught for 2.79 years, a somewhat longer period than teachers at the rank of instructor who withdrew in the previous decades.
2. As a general rule, in recent years a greater number of teachers is being retained at the level of instructor for a longer period before receiving promotion.
3. The typical faculty member at the rank of instructor who retained that rank or was promoted to a higher rank during the last decade from 1930 to 1940 had been employed as instructor for about five years.

III. Tenure and the rank of assistant professor

1. The typical teacher at the rank of assistant professor who withdrew during the ten-year period from 1930 to 1940 had served at that rank for 2.96 years, a slightly longer time than those who withdrew at the same rank during the preceding decades.
2. In the 1930-1940 decade, the typical teacher at the rank of assistant professor who remained at this rank or was promoted from it had been in service at that rank for about five years.

IV. Tenure and the rank of associate professor

1. Faculty members at the rank of associate professor who left one of the thirty institutions between 1930 and 1940 had been at that rank for an average of 3.99 years, a lengthier tenure than that of their predecessors in the other three decades.
2. The typical staff member at the rank of associate professor who retained that rank or was promoted to full professorship between 1930 and 1940 had been teaching at the associate professor level for 5.76 years, longer than those at the same rank in any of the three preceding ten-year periods.

V. Tenure and the rank of professor

1. The typical teachers at the rank of professor who severed relations with one of the thirty institutions between 1930 and 1940 had been in service at this highest rank for 9.39 years, a tenure of greater length than that of teachers at the rank of professor who withdrew during previous decades.

2. The average tenure at the rank of professor for those who were teaching in the academic year 1940-1941 was 12.85 years.
3. When the thirty institutions were grouped according to the size of student enrolment, a range of only one year indicated a noticeable similarity in the average tenure at the rank of professor of teachers who were in service in 1940-1941 at these colleges and universities of various sizes.
4. The average of 11.55 years for faculty members at the rank of professor teaching in 1940-1941 at Catholic institutions is about two years lower than the 13.79 and 13.21 averages for those who were teaching at the highest rank in the same academic year at publicly and privately controlled colleges and universities.

VI. Tenure and the four academic ranks

1. Several general conclusions applying to the four ranks can be best summarized by referring to Table 32 which presents an overview of tenure averages of teachers who withdrew at the various academic ranks during the forty-year period. These

TABLE 32

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE AT THE VARIOUS RANKS OF TEACHERS WHO WITHDREW FROM THIRTY INSTITUTIONS BETWEEN 1900 AND 1940

Enrolment	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
Instructor.....	4,583	10,300	2.25
Assistant Professor. .	1,330	3,473	2.61
Associate Professor...	594	2,027	3.41
Professor.....	3,295	20,016	6.07
Total.....	9,802	35,816	2.65
Without Rank..	406	980	2.41
Total.....	10,208	36,796	3.60

data show that the average tenure of all teachers at the rank of instructor who withdrew during the four decades was 2.25 years. Those who left as assistant professors had served at that rank for an average of 2.61 years. For withdrawing associate professors and professors the average tenure at these

ranks was 3.41 and 6.07 years respectively. Thus the total average for the 9,802 teachers who withdrew at one of the four ranks was 3.65 years. The average of 2.41 years for teachers without rank who withdrew reduces the total average for the 10,208 faculty members to 3.6 years.

2. As far as teachers who retained one of the ranks or were promoted from it are concerned, with very few exceptions there has been a steady increase in average tenure at all four ranks from one decade to another in the period from 1900 to 1940. In other words, the rate of promotion from one rank to another has been decreasing during this forty-year period.
3. A smaller number of teachers at the rank of professor withdrew from the thirty institutions between 1930 and 1940 than between 1920 and 1930. This and the preceding conclusion would seem to indicate that these institutions were approaching a point of stabilization at which they were no longer able to absorb and promote faculty members in the same number and proportion as was formerly possible.

CHAPTER IV

FACULTY TENURE AND ACADEMIC DEGREES

Classification According to Degrees

This section is concerned with the relationship between a college teacher's length of tenure and the type of academic degree which he possesses. The data presented in this chapter deal exclusively with the total tenure of each teacher in one of the thirty institutions investigated. Therefore, unlike those in Chapter III, the data in this chapter are not concerned with partial tenure, for example, tenure at one academic rank, but only with the total number of years of service spent in one of these colleges or universities. The present investigation recognizes fully that grouping college teachers on the basis of degrees is a hazardous process. Yet the fact still remains that possession of degrees is one of the few common denominators available at present for comparative purposes.

Besides the danger of assuming degrees from various institutions to be a more or less consistent index of academic attainment, there is the added difficulty of devising a simplified scheme for classifying the multifarious degrees which appear in a college or university catalogue today. Since the present study is not interested in the technicalities of degrees and their equivalents as such, but merely in their general relationship to the central problem of tenure, it was determined to use the simple classification of four categories, namely, teachers with (1) no degree, (2) Bachelor's degrees as their highest degree, (3) Master's degrees as their highest degree, and (4) Doctor's degrees.

Whenever a catalogue enumerated several degrees for a college teacher, the most recent degree was used in the classifications as well as in the computations. Degrees which were obviously honorary were not included. In the early decades there were some cases in which it was impossible to determine from the sources whether a degree was earned or honorary. Eventually the number of these doubtful cases was reduced to a very few because in the course of years most of these teachers acquired earned degrees in addition to the one which possibly was honorary. Thus throughout the total forty-year history of any of the insti-

tutions studied, there would not be more than five or six doubtful cases which would not be solved in this way.

If no degree was indicated after a teacher's name in the catalogue, he was considered as possessing none. Again, this would have introduced a measure of inaccuracy in the earlier years when degrees held were occasionally not indicated in the catalogue, if it were not for the same fact explained above in connection with honorary degrees. The practice of not printing degrees was never continued for more than two or three years in the case of any one institution, and hence the correct degree was practically always available in a later issue of the catalogue.

In fairness to the Catholic institutions involved it should be mentioned here that the sole factor of type of degree possessed cannot be used as a valid index of training and preparation of their faculty members. For example, several of the institutions in this investigation are under the direction of the Society of Jesus. A typical Jesuit professor teaching in a college in 1900 or 1910 would have had a training which, by all the ordinary standards of semester hours or months of graduate study, would easily equal or exceed the preparation of college teachers with Master's or even Doctor's degrees. The Jesuit's normal school training, however, was usually pursued in houses of study administered exclusively for the preparation of teaching members of the Order, and not until recent decades were they organized as degree-granting institutions. The North Central Association of Colleges and Secondary Schools recognized this fact when, in connection with its former set of evaluation standards, it adopted the following recommendation of the Committee on Financial Standards for Catholic institutions:

That the complete training given by the several orders of men and by the seminaries of the secular clergy be accepted for the purposes stated in Standard 5, Faculty Training, as including:

- (a) Training equivalent to the Bachelor's degree.
- (b) In Latin and History, training equivalent to the Master's degree.
- (c) In Philosophy, training equivalent to the Master's degree and one additional year of graduate study.
- (d) In Religion, Religious Education, and Ethics, training equivalent to the Ph.D. degree.²⁷

²⁷George F. Zook, "Proceedings of the Commission on Institutions of Higher Education," *The North Central Association Quarterly*, V (June, 1930), 69.

As mentioned above, all teachers included in this study were grouped into three classifications according to the highest degree ever indicated for them in the catalogue of the college with which they were connected. All Bachelor's degrees were grouped together—Bachelor of Arts, Bachelor of Science, Bachelor of Philosophy, and the like. A necessary but somewhat arbitrary decision was made in the case of teachers with degrees which indicated a type of training whose normal objective would not be a Master's or a Doctor's degree. Hence, in the category of Master's, besides Master of Arts and Master of Science, were placed the degrees of Chemical, Electrical, and Mechanical Engineering. In the highest category were grouped the various Doctor's degrees, academic and professional—Doctor of Philosophy, Doctor of Medicine, Doctor of Dental Surgery, Doctor of Education, Doctor of Music, and other degrees of a similar nature.

One argument in favor of this type of classification is that the vast majority of degrees possessed by a typical faculty can be readily and accurately grouped in this way. Moreover, the small percentage of other types of degrees to be found in most institutions will not seriously affect the statistical averages for one college or university, much less for a number of institutions grouped together according to size or administrative control. The method is adopted merely for convenience and is not intended to imply that these various degrees represent attainment of the same level of training and competence.

Overview of Academic Degrees Held by the Thirty Faculties

Before analyzing the relationship of tenure to the various academic degrees, it will be helpful to make a brief survey of the percentages of staff members holding the various degrees at different periods since 1900. Table 33 is a presentation of these percentage statistics in the various types of institutions for 1900, 1910, 1920, 1930, and 1940. From the data in this table it will be seen that Catholic institutions, especially from 1900 to 1920, had an extremely large percentage of faculty members without degrees. In 1900, almost the entire faculty (98.3 per cent) in the smallest Catholic colleges had no degrees. Even in the largest Catholic institutions in 1900 the percentage without degrees was 53.7. The reason for these high percentages in the early years of the century has already been explained. A great drop in the proportion of those without degrees is noticeable in 1930 and 1940, the only extraordinarily large percentage (30.4) appearing in the 500-1000

TABLE 33

PERCENTAGE OF TEACHERS WITH VARIOUS DEGREES IN 1900, 1910, 1920, 1930, AND 1940 IN INSTITUTIONS
WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Year	Degree	Enrolment Under 500			Enrolment 500-1000			Enrolment 1000-2000			Enrolment Over 2000		
		Pub.	Priv.	Cath.	Pub.	Priv.	Cath.	Pub.	Priv.	Cath.	Pub.	Priv.	Cath.
1900	None.....	30.4	28.2	98.3	66.7	12.2	85.0	11.1	18.8	50.0	5.2	5.9	53.7
	Bachelor's....	21.7	28.2	.....	9.5	6.1	12.5	25.1	12.5	.....	22.6	14.0	7.4
	Master's.....	17.4	30.8	.....	14.3	30.6	2.5	44.4	31.3	.....	33.0	20.5	9.1
	Doctor's.....	30.4	12.8	1.7	9.5	51.0	.....	19.4	37.5	50.0	39.1	59.7	29.8
1910	None.....	40.0	20.5	91.5	50.0	7.6	75.0	13.2	20.0	43.3	10.2	6.4	34.8
	Bachelor's....	16.0	31.8	5.1	20.0	9.1	15.9	33.0	28.0	.....	28.0	11.7	5.0
	Master's.....	16.0	25.0	.....	20.0	27.3	4.6	27.4	29.1	1.5	30.3	13.2	8.9
	Doctor's.....	28.0	22.7	3.4	10.0	56.1	4.6	26.4	22.9	55.2	31.4	68.7	51.4
1920	None.....	45.1	9.6	57.6	33.3	5.1	34.0	8.3	18.3	48.7	14.2	10.5	11.7
	Bachelor's....	21.6	26.9	18.6	20.0	16.5	30.0	43.2	26.9	14.9	32.0	14.9	10.9
	Master's.....	25.5	38.5	13.6	46.7	30.4	28.0	33.3	24.9	8.1	25.5	21.2	17.2
	Doctor's.....	7.8	25.0	10.2	.....	48.1	8.0	15.2	29.4	28.4	28.3	53.4	60.2
1930	None.....	11.9	6.4	16.5	9.1	3.9	30.4	5.5	11.6	15.2	8.1	3.1	5.7
	Bachelor's....	44.1	15.1	28.2	30.3	16.4	13.0	22.4	24.3	12.8	19.8	14.3	13.9
	Master's.....	38.1	42.3	41.2	54.6	33.6	37.0	48.6	30.8	21.3	32.0	20.2	20.0
	Doctor's.....	6.0	35.9	14.1	6.1	46.1	19.6	23.5	33.3	50.7	40.0	62.5	60.3
1940	None.....	2.3	4.4	13.8	2.1	2.6	17.1	5.5	5.6	0.8	5.6	6.2	7.3
	Bachelor's....	26.4	25.6	39.1	12.4	16.5	26.3	13.6	45.9	5.5	11.5	14.9	8.3
	Master's.....	48.3	41.1	30.4	60.8	34.9	38.2	43.4	13.5	23.6	32.3	25.2	23.7
	Doctor's.....	23.0	28.9	16.7	24.7	46.1	18.4	37.5	35.0	70.0	50.6	53.7	60.7

group for 1930. The largest publicly and privately controlled institutions stand in sharp contrast to the early situation in Catholic colleges and universities. In neither of these two types between 1900 and 1940 was there ever more than 15 per cent of the faculty without degrees.

With the exception of 1900 and 1940, the highest percentage of those with Bachelor's degrees was found in one or other group of the public institutions. The highest percentage in 1910 (33.0) was in the public 1000-2000 group; the largest in 1920 (43.2) was also in the public 1000-2000 class; and the highest in 1930 (44.1) was in the public institutions with enrolment under 500. The greatest proportion of Bachelor's degrees in 1900 (28.2) was found in the smallest private institutions, and the largest in 1940 (39.1) was in the smallest Catholic colleges.

In the beginning of each decade from 1900 to 1940, the highest percentage of holders of Master's degrees was teaching in one of the groups of public colleges and universities. The percentages vary from 30.3 to 60.8, and all are allocated in public institutions in the three larger size-classifications.

At every period from 1900 to 1940 the highest proportion of faculty members with Doctorates was employed in institutions with enrolments exceeding 2,000. Among the largest institutions the highest percentages alternate between the private and Catholic colleges and universities, with the private institutions having the highest proportion in 1900, 1910, and 1930, and the Catholic the highest in 1920 and 1940.

The more or less stable faculty pattern in the largest institutions in 1940 consists of 5 to 8 per cent of the teachers with no degrees, 9 to 15 per cent with Bachelor's, 23 to 33 per cent with Master's, and 50 to 61 per cent with Doctor's degrees.

Tenure and Degrees of All Teachers

As a first step in the investigation of the relation of tenure to degrees, the 14,182 teachers who were in service at the thirty institutions from 1900 to 1940 were divided into four groups in Table 34 on the basis of the highest degree held at any time during this forty-year period. As would be expected, the largest number of these teachers possessed Doctorates and the smallest number had no academic degree. Moreover, there is a direct relationship between the type of degree held and the total average tenure of these college teachers. In general, there-

TABLE 34

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL
TEACHERS WITH VARIOUS DEGREES IN THIRTY INSTITUTIONS
FROM 1900 TO 1940

Degree	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
None.....	2,281	7,961	3.49
Bachelor's.....	3,050	13,347	4.38
Master's.....	3,576	22,052	6.17
Doctor's.....	5,275	39,769	7.54
Total.....	14,182	83,129	5.86

fore, over the total period better preparation as indicated by degrees was concomitant with longer tenure. The average for those with Bachelor's degrees exceeds that of those with none by 0.89 of a year; the Master's average surpasses the Bachelor's by 1.79 years; and tenure for those with Doctor's degrees was higher than that of teachers with Master's degrees by 1.37 years.

*Tenure and Degrees of Teachers Who Withdrew
Before 1940-1941*

The data in Table 34 included the 3,974 teachers who were still in service in the academic year 1940-1941. Table 35 excludes these data and presents the degree and tenure statistics for the 10,208 teachers who withdrew from the thirty institutions before 1940-1941. The virtual extinction of college and university teachers without degrees is

TABLE 35

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL
TEACHERS WITH VARIOUS DEGREES WHO WITHDREW BETWEEN
1900 AND 1940 FROM THIRTY INSTITUTIONS

Degree	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
None.....	2,043	5,513	2.70
Bachelor's.....	2,496	7,057	2.83
Master's.....	2,482	8,378	3.38
Doctor's.....	3,187	15,848	4.97
Total.....	10,208	36,796	3.60

made evident by subtracting the 2,043 teachers who had withdrawn by 1940-1941 (Table 35) from the 2,281 faculty members without degrees who had served at any time during the forty years (Table 34). Thus in 1940-1941 only 238 of the 3,974 teachers who were serving in the thirty institutions had no academic degrees. In this same final year there were about twice as many faculty members with Bachelor's as without degrees, about twice as many Master's as Bachelor's, and about twice as many Doctor's as Master's. The actual figures are 238 without degrees, 354 with Bachelor's, 1,094 with Master's, and 2,088 with Doctorates.

Not only has average tenure been longer for those with higher degrees, but recently their tenure has been increasing in greater proportion than previously. This is shown by analyzing the differences between the average tenure of the complete total of 14,182 teachers and that of 10,208 faculty members who had withdrawn at some time during the four decades. When the tenure of the 3,974 teaching in 1940-1941 is included, the tenure of teachers without degrees increases only 0.79 of a year; for those with Bachelor's the increase is 1.55 years; for Master's, 2.79 years; and for Doctor's, 2.57 years. Obviously, a proportionately greater increase in tenure was recently experienced by those with Master's and Doctor's degrees.

The general data representing the 14,182 teachers may be further refined on the basis of the size of the institutions' student population. This classification is presented in Table 36. During the forty years in the nine institutions with enrolments under 500, the total of teachers without degrees (382) exceeded the total for those with any one of the three academic degrees. In fact, even in the 500-1000 group during the entire period there were more without degrees than with Bachelor's and almost more than those with Doctorates.

Table 36 also shows that the larger the institution, the larger the number of teachers with advanced degrees. One small exception to this generalization is that of the institutions with enrolment between 500 and 1,000 in which there were four fewer teachers with Master's degrees than in the small institutions with under-500 enrolments.

As Table 34 made clear, over the forty years there was a direct relationship between tenure and degree. In the break-down according to size of enrolment (Table 36), the tenure for those holding each of the three degrees is not greatly affected by the size of the institution. In

TABLE 36

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WITH VARIOUS DEGREES FROM 1900 TO 1940 IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Degree	Enrolment	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
None.....	Under 500	382	1,225	3 21
	500-1000	267	912	3 42
	1000-2000	560	2,106	3.76
	Over 2000	1,072	3,718	3.47
Bachelor's.....	Under 500	373	1,378	3.69
	500-1000	258	1,044	4.05
	1000-2000	783	3,597	4.59
	Over 2000	1,636	7,328	4.48
Master's.....	Under 500	364	2,512	6.90
	500-1000	360	2,245	6.24
	1000-2000	742	4,862	6.55
	Over 2000	2,110	12,433	5.89
Doctor's....	Under 500	182	1,561	8.58
	500-1000	279	2,483	8 90
	1000-2000	812	6,438	7.93
	Over 2000	4,002	29,287	7.32
Total.....	.....	14,182	83,129	5.86

the case of those with no degrees, the average tenure of each of the four size-groups is not more than 0.28 of a year greater or less than the mean average for all teachers without degrees (3.49 years). In the case of those with Bachelor's degrees the spread in average tenure is from 3.69 years for the smallest colleges to 4.59 years for those in the 1000-2000 group. Teachers with the Bachelor's degree in the smallest colleges constitute the only instance in the classification according to size in which a group of faculty members with one type of degree had less tenure than those at a lower level. Their average of 3.69 years is slightly below that of the teachers without degrees in the 1000-2000 class.

At the Master's level, some interesting differences begin to appear. Teachers with Master's in the smallest colleges had an average tenure of 6.9 years, a year longer than those with the same degree in the largest institutions. This difference in tenure value is also evident at the Doctor's level. The average in the largest colleges and universities is from a year to a year and a half less than in the smaller universities in the under-500 and 500-1000 groups.

After this analysis on the basis of size of enrolment, Table 37 reclassifies the data for all teachers according to the administrative control under which the institutions operate. The column giving the number

TABLE 37

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WITH VARIOUS DEGREES FROM 1900 TO 1940 IN THIRTY INSTITUTIONS WITH VARIOUS TYPES OF ADMINISTRATIVE CONTROL

Degree	Type of Control	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
None.....	Public	582	2,203	3.79
	Private	451	1,812	4.02
	Catholic	1,248	3,946	3.16
Bachelor's.....	Public	1,374	5,522	4.02
	Private	1,054	4,891	4.64
	Catholic	622	2,934	4.72
Master's.....	Public	1,611	9,476	5.88
	Private	1,100	7,366	6.70
	Catholic	865	5,210	6.02
Doctor's.....	Public	1,400	10,959	7.83
	Private	1,850	15,019	8.12
	Catholic	2,025	13,791	6.81
Total.....	.....	14,182	83,129	5.86

of teachers for each type shows what was implied in Table 33, namely, that between 1900 and 1940 the largest number of faculty members without degrees taught in the Catholic institutions. In fact, this number is greater than the total of those without degrees in the other two types of institutions combined. The greatest number of holders of Bachelor's as well as Master's degrees was employed in the publicly controlled colleges and universities. As regards the Doctor's degree, however, the smallest number (1,400) served in public institutions whereas the largest number (2,025) was employed in Catholic colleges and universities.

When tenure averages are studied, the lowest tenure among teachers without degrees is found in the Catholic institutions. In the case of the Bachelor's degree, there is an inverse relationship between average tenure and the number of teachers holding this degree. They were 1,374 teachers with Bachelor's in the public institutions with the least

average tenure of 4.02 years, while in Catholic institutions there was less than half that number with the longest tenure (4.72 years) among holders of this degree. As in the case of teachers without degrees, faculty members with Master's were in service longer in privately controlled institutions than those at the same level in public and Catholic colleges and universities. Likewise, the longest tenure among faculty members holding Doctor's degrees (8.12 years) was experienced by those in private institutions. At the level of the Master's degree, average tenure in Catholic exceeded that in public institutions; for those with Doctorates, there was longer tenure in public than in Catholic colleges and universities.

Degrees and Tenure From Decade to Decade

As was attempted in the previous chapter on tenure and ranks, in this section an effort will be made to outline trends in tenure as they relate to the holding of various academic degrees. Table 38 isolates for each of the four decades the data pertaining to teachers without academic degrees. The decade-to-decade trend for faculty members without degrees closely resembles those discovered in the previous chapter on the relationship of tenure to rank. In each succeeding ten-year period the teachers without degrees who withdrew from the thirty institutions had

TABLE 38

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WITHOUT DEGREES WHO HAD WITHDRAWN FROM THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910.....	524	857	1.64
1910-1920.....	621	1,693	2.73
1920-1930.....	526	1,662	3.16
1930-1940.....	372	1,301	3.50
Total.....	2,043	5,513	2.70

experienced a longer average tenure than those who preceded them. It is not surprising that the longest tenure (3.5 years) of any of the four decades should occur in 1930-1940 when there was the smallest number of teachers without degrees, since in this final decade there naturally would be few who had been recently employed. Among the teachers

without degrees are many who have given satisfactory service in an institution for years and have been retained in spite of more recent demands affecting the academic training and preparation of faculty members.

In Table 39 the same data for teachers without degrees are arranged according to size and control. From this table it is evident that more recently the smallest public institutions have tended to retain teachers without degrees a longer time than private and Catholic institutions of similar enrolment. The same can be said of public institutions in the 500-1000 classification. It should be mentioned, however, that the large averages of 17.67 and 10.00 years for publicly and privately controlled institutions in the 500-1000 group represent only three and two teachers respectively, and hence their significance should not be exaggerated.

The large figures for the 1000-2000 group indicate that these private institutions and, to a less extent, public colleges and universities have retained for a comparatively long period the services of a small number of teachers without degrees. Catholic institutions, on the other hand,

TABLE 39

AVERAGE TENURE OF TEACHERS WITHOUT DEGREES WHO HAD WITHDRAWN BY THE END OF ONE OF FOUR DECADES FROM INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910	1910-1920	1920-1930	1930-1940
Under 500				
Public.....	1.29	2.31	2.32	5.38
Private.....	1.83	2.36	2.17	2.00
Catholic.....	1.85	4.57	3.91	3.15
500-1000				
Public.....	1.69	5.58	4.38	17.67
Private.....	3.00	3.11	2.17	10.00
Catholic.....	1.71	2.60	5.27	1.25
1000-2000				
Public.....	2.28	3.05	3.64	7.50
Private.....	1.55	2.42	4.08	10.96
Catholic.....	2.12	2.92	3.80	4.28
Over 2000				
Public.....	1.19	1.65	2.74	5.12
Private.....	2.04	2.57	4.51	3.21
Catholic.....	1.79	3.62	3.45	2.94

have always had a much larger number of teachers who were technically without degrees, but since these are mostly members of teaching orders, many of them have been transferred after some years from one institution to another with the resulting low tenure averages, especially for the final 1930-1940 decade.

Tenure of Teachers With Bachelor's Degrees

Table 40 analyzes the tenure for teachers with Bachelor's degrees who withdrew during four decades. From these data it is found that during the decade from 1920 to 1930 a much larger number of faculty

TABLE 40

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WITH BACHELOR'S DEGREES WHO HAD WITHDRAWN FROM THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910.....	251	406	1 62
1910-1920.....	593	1,052	1.77
1920-1930.....	972	2,260	2.33
1930-1940.....	680	3,339	4 91
Total.....	2,496	7,057	2.83

members with Bachelor's withdrew from the thirty institutions than in the two preceding decades or in the subsequent ten years from 1930 to 1940. The increase in average tenure, nevertheless, was consistent from the first to the fourth decade. The average for 1900-1910 was 1.62 years, practically identical with the average for those without degrees who withdrew during the same period. In the middle decades the progressive increases were less for those with Bachelor's than for those without degrees, but in the final decade the average for the former was about one and a half years greater than for the latter.

In Table 41 the data are broken down into size and control classifications. From this set of figures it becomes evident that in general the Bachelor's degree has been accompanied by longer tenure in the small Catholic colleges than in those under public or private control. With the exception of the 3.50 year average in the 1910-1920 decade for public institutions, tenure for holders of Bachelor's degrees has been two or

TABLE 41

AVERAGE TENURE OF TEACHERS WITH BACHELOR'S DEGREES WHO HAD
WITHDRAWN BY THE END OF ONE OF FOUR DECADES FROM
INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROL-
MENT AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910	1910-1920	1920-1930	1930-1940
Under 500				
Public.....	1.67	3.50	2.73	3.58
Private.....	2.68	2.04	1.54	3.37
Catholic.....	4.00	2.44	5.85	5.15
500-1000				
Public.....	1.29	2.17	2.00	3.33
Private.....	1.91	1.42	2.26	4.72
Catholic.....	1.30	3.00	3.27	2.82
1000-2000				
Public.....	1.76	2.57	3.25	7.85
Private.....	1.94	3.29	2.56	8.69
Catholic.....	....	3.23	2.37	3.74
Over 2000				
Public.....	1.47	2.17	2.88	5.26
Private.....	1.87	2.37	2.40	6.26
Catholic.....	1.89	3.43	3.57	6.11

three years higher for each decade in the Catholic under-500 group than in the other colleges of the same size.

It should be noted that in the final decade from 1930 to 1940, the longest tenure was experienced by those with Bachelor's degrees in privately controlled institutions of every size except the smallest. In the 500-1000 and 1000-2000 groups, public institutions had the second highest average, and Catholic institutions had the lowest in the 1930-1940 decade.

The three types of institutions with enrolments over 2,000 show more consistency and similarity than the other size-groups. In the largest public, private, and Catholic institutions the average tenure for holders of Bachelor's degrees was between one and two years for those who withdrew in the 1900-1910 decade; between two and four years in the 1910-1920 and 1920-1930 decades; and between five and seven years in the 1930-1940 decade. The actual range in the final decade is only one year (5.26 to 6.26).

Tenure of Teachers With Master's Degrees

Table 42 presents the tenure averages of faculty members with Master's degrees who severed relations with one of the institutions during the four decades. As regards each of the three degrees, the one exception to a decade-to-decade growth in average tenure is to be found in the case of those with Master's degrees who withdrew between 1920 and 1930. As Table 42 indicates, the average for this decade is 2.38 years,

TABLE 42

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WITH MASTER'S DEGREES WHO HAD WITHDRAWN FROM THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910.....	201	420	2.09
1910-1920.....	423	1,242	2.94
1920-1930.....	886	2,112	2.38
1930-1940.....	972	4,604	4.74
Total.....	2,482	8,378	3.38

about a half year less than the tenure for the preceding decade. The total average increase from the first to the last decade is 2.82 years. This is not as large an increase as was experienced by those with Bachelor's degrees over the forty-year period. Moreover, the 4.74 years average for those with Master's degrees is slightly less than for those with Bachelor's who withdrew between 1930 and 1940.

In Table 43 the data for those retiring with the Master's degree are classified on the basis of control and size. If these averages are compared with those for the corresponding groups with the Bachelor's degree (Table 41), the greater tenure value of the Master's is evident in the larger institutions during the first two decades. The longer tenure of teachers with Master's, however, begins to decrease in the last two decades so that in general those with Bachelor's degrees who left from the larger institutions in the 1000-2000 and over-2000 groups had as long or longer tenure than faculty members with Master's who severed relations with the larger institutions during the same period. In fact, the average tenure in 1930-1940 for the two groups with enrolments over 2,000 is almost identical. The spread for Bachelor's degrees in the

TABLE 43

AVERAGE TENURE OF TEACHERS WITH MASTER'S DEGREES WHO HAD WITHDRAWN BY THE END OF ONE OF FOUR DECADES FROM INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910	1910-1920	1920-1930	1930-1940
Under 500				
Public..	2.80	5.67	3.21	4.57
Private....	2.25	6.00	2.15	5.56
Catholic... . . . .	...	3.50	1.90	3.33
500-1000				
Public	1.56	4.00	4.06	4.22
Private.....	3.10	3.90	3.26	4.40
Catholic...	1.00	3.44	3.84	6.04
1000-2000				
Public...	2.21	3.57	2.89	3.77
Private.....	2.81	4.68	5.11	12.23
Catholic.... . . . .	....	2.71	2.19	2.28
Over 2000				
Public...	3.15	3.59	3.18	5.11
Private.....	2.43	3.20	3.65	5.59
Catholic.....	2.64	5.55	3.57	6.21

large public, private, and Catholic institutions is from 5.26 to 6.26 years, and the corresponding spread for the Master's is from 5.11 to 6.21 years.

In only one type—privately controlled institutions in the 1000-2000 group—was the tenure of those withdrawing between 1930 and 1940 with Master's degrees noticeably greater than those with Bachelor's. In this case there were sixty-two teachers with Master's degrees who withdrew between 1930 and 1940 from these private institutions in the 1000-2000 classification. Their combined man-years of service yielded the extremely high average of 12.23 years. This withdrawal of a comparatively large number of faculty members with Master's degrees is confirmed by the data in Table 34 which show that the percentage of faculty members with Master's in these institutions dropped from 30.8 per cent in 1930 to 13.5 per cent in 1940. Obviously, the 1930-1940 decade marked a period in which a considerable number of teachers with Master's degrees severed their relationship with these private institutions after many years of service. That some of these members of the

instructional staff were replaced by teachers with less advanced degrees might be implied from the fact that in these institutions the percentage with Bachelor's degrees rose from 24.3 per cent in 1930 to 45.9 per cent in 1940 (Table 33).

Tenure of Teachers With Doctor's Degrees

Decade-to-decade tenure averages for teachers with Doctor's degrees are given in Table 44. The data for holders of the Doctor's degree who withdrew from the thirty institutions studied give more than one

TABLE 44

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL TEACHERS WITH DOCTOR'S DEGREES WHO HAD WITHDRAWN FROM THIRTY INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number of Faculty Members Withdrawing	Total Man-Years of Service	Average Tenure
1900-1910.....	450	1,079	2 40
1910-1920.....	453	1,842	4 07
1920-1930	858	4,123	4.81
1930-1940.....	1,426	8,804	6 17
Total.....	3,187	15,848	4.97

indication of the ever-increasing number of faculty members with this highest degree. According to Table 44, between 1930 and 1940, 1,426 teachers with Doctorates severed their relations with these colleges and universities as compared with only 858 between 1920 and 1930. The same conclusion is implied in the consistent increase in average tenure for each succeeding decade. Teachers with Doctorates who withdrew from the thirty institutions between 1900 and 1910 had been in service for an average of 2.40 years, while those with the highest degrees who left in the final decade had an average tenure of 6.17 years, a difference of 3.77 years. A correction of the data for the 1900-1910 decade, based on the intensive study of Brown University, would raise the figures from 2.4 to approximately 4.0 years, an average about two years less than that for the 1930-1940 decade.

A comparison between holders of Master's and Doctor's degrees reveals that in each decade the average tenure for those withdrawing

with Doctorates is a half to one and a half years longer than those with Master's who left in the same decade.

In Table 45 the decade-to-decade tenure of holders of Doctorates is analyzed according to the twelve size and control subdivisions. In the under-500 group the tenure for teachers with Doctor's degrees who withdrew from public, private, and Catholic institutions continued to increase from 1900 to 1930. In the final decade, however, tenure in the smallest public and private institutions dropped sharply while that of those with Doctor's degrees in the Catholic colleges continued to increase. At least some of this recent decrease in tenure is probably due to the fact that some possessors of Doctor's degrees were able to find positions in the larger public and private institutions and hence had a comparatively short tenure in the smaller colleges.

In the final 1930-1940 decade, holders of Doctor's degrees who withdrew from the smallest Catholic institutions had a much higher tenure than those in the other two types. The opposite is true of the 500-1000 group in which the averages of 11.25 and 12.07 years for

TABLE 45

AVERAGE TENURE OF TEACHERS WITH DOCTOR'S DEGREES WHO HAD
WITHDRAWN BY THE END OF ONE OF FOUR DECADES FROM INSTI-
TUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT
AND TYPES OF ADMINISTRATIVE CONTROL

Enrolment and Control	1900-1910	1910-1920	1920-1930	1930-1940
Under 500				
Public	2.60	4.33	12.43	3.17
Private	2.83	4.78	7.67	3.88
Catholic	1.00	4.00	7.50	9.04
500-1000				
Public	4.00	14.00	1.00	11.25
Private	3.00	7.53	7.29	12.07
Catholic	5.00	2.33	5.69	3.50
1000-2000				
Public	3.13	4.24	4.91	6.51
Private	2.84	3.29	9.53	13.93
Catholic	4.25	2.50	3.04	4.00
Over 2000				
Public	3.57	3.91	4.32	5.83
Private	3.26	4.90	6.10	6.67
Catholic	3.26	4.79	5.24	6.45

public and private institutions are very much larger than the 3.5 average for the Catholic colleges and universities of this size.

Each of the three types in the 1000-2000 group exhibits a fairly consistent growth in average tenure from one decade to the next. The rate of increase, however, varies considerably. As in the 500-1000 group, the greatest growth in this classification is in the case of the privately controlled institutions in which the tenure rose from 2.84 years in 1900-1910 to 13.93 years in 1930-1940, a spread of 11.09 years. The next highest but much smaller spread is 3.83 years for the publicly controlled colleges and universities.

As usual, the most consistent pattern is found in the largest institutions. Beginning with an average tenure of about three and one-half years, teachers with Doctorates in public, private, and Catholic institutions experienced a continuous average increase, with slight differences favoring those withdrawing from privately controlled institutions. In the last decade the maximum difference in average tenure is less than a year (0.84) with the lowest average (5.83 years) occurring among those with Doctorates in public institutions.

In recent years the average tenure of teachers with Doctor's degrees in public and Catholic colleges and universities has not been greatly affected by the size of the institution in which they served. This is not true of those with Doctor's degrees in private institutions. The tenure of those in the largest private institutions was only about one-half as great as for those in the medium-sized colleges and universities under private control.

General Conclusions

The following statements seem to embody the most significant conclusions which have been obtained through an investigation of the relationship between tenure and academic degrees:

1. For all teachers engaged in teaching at the thirty institutions in the course of the forty years, there was a direct relationship between average tenure and type of degree held. If degrees are taken as one index of preparation, it can be said that faculty members with better preparation experienced longer tenure.
2. The number of teachers without academic degrees is decreasing very rapidly.

3. In general, the tenure of holders of the different degrees was not greatly affected by the size of the institution in which they were teaching. Those with higher degrees, however, tended to have a somewhat longer tenure in smaller than in larger colleges and universities.
4. Over the forty-year period, teachers with no degrees, Master's, and Doctor's remained somewhat longer in privately controlled institutions than in public and Catholic institutions; those with Bachelor's had a slightly higher tenure in Catholic than in public and private colleges and universities.
5. The increasing decade-to-decade tenure for teachers without degrees is due chiefly to the fact that the smaller private and public institutions have retained for a long period a comparatively small number of teachers without degrees.
6. Tenure for those with Bachelor's degrees increased steadily from 1900 to 1940, although the averages of each decade except for 1930-1940 were less than those for teachers without degrees.
7. Teachers with the Bachelor's degree in small Catholic colleges had longer tenure than those with this degree in the small public and private colleges.
8. Tenure for holders of Master's degrees did not increase as rapidly from decade to decade as for those with Bachelor's degrees. Moreover, in the last decade the average tenure of those with Master's was less than that for those with Bachelor's.
9. Teachers with Doctor's degrees experienced a constant growth in average tenure from 1900 to 1940.
10. In recent years tenure for those with Doctorates has decreased in the smallest private and public institutions but increased in Catholic colleges. The opposite is true, however, in the institutions with enrolments between 500 and 1,000. As usual, the most consistent and uniform pattern is found among the largest institutions of all types of administrative control. The highest tenure averages for holders of the Doctor's degree are found in the privately controlled colleges and universities.

CHAPTER V

FACULTY TENURE AND FIELDS OF INSTRUCTION

Classification According to Fields of Instruction

This part of the investigation attempts to describe the relationship which exists between the broad academic or professional field in which a teacher's activities are centered and the number of years he has been in service at an institution. As in the section on degrees and tenure, as simple a classification was chosen as could be justified by the data. This section is also similar to Chapter IV in that it is concerned exclusively with the total tenure of teachers in the thirty institutions included in the study.

On the original cards a record was kept of the specific subjects taught by all the faculty members in the four-year colleges and graduate schools represented in the study. These subjects were grouped under one of four general headings: humanities, biological sciences, physical sciences, and social sciences. In the case of several subjects which can be regarded as belonging to more than one of these fields, an arbitrary decision was made and followed consistently throughout all the data. For example, psychology was placed among the social sciences, history in the humanities, and geography in the physical sciences. A list of the subjects most frequently appearing in the catalogues, divided according to the categories used in the study, is given in the Appendix.

Although originally data were collected separately for teachers in each type of professional school in operation among some of the thirty institutions, nevertheless, since the number of faculty members in one type of professional school was often small, the data were combined under the general heading of professional fields. A member of the instructional staff was placed in this category only when it was evident that all his teaching was confined to specialized subjects in a specifically designated professional school. This professional classification includes, for example, the vast majority of the instructional staff of a medical school. In an institution which according to its own terminology maintained, for example, a school of education, a teacher in this school was

reckoned among those in the professional fields of instruction. On the other hand, if the institution had no school of education, a teacher of this subject was placed among those in the field of the social sciences. No teacher was included more than once in the computations. If a person taught in any of the four broad academic fields and also gave instruction in one of the professional schools, he was placed only in the broad field of instruction.

Trends in Tenure

Before presenting an overview of the percentages of teachers in the five instructional categories at various periods, this is an appropriate place to explain why this chapter will contain no data referring to trends in tenure during the four decades from 1900 to 1940. The same type of analysis was attempted in the case of the instructional fields as for ranks and degrees, but with unsatisfactory results. In the early decades of this century it was still common for many teachers, especially in the smaller institutions, either to teach simultaneously various subjects belonging to more than one of the broad instructional fields, or to be shifted frequently from one field to another in the course of their term of service. Hence, some of the data obtained could not be accurately enough defined to justify their use in a study of decade-to-decade trends. However, these data could be used for the entire forty-year period, as has been done in this chapter, because in the course of a longer span of years, each teacher could be more or less definitely placed in one of the five broad fields of instruction utilized in this investigation.

Overview of Fields of Instruction Among the Thirty Faculties

A helpful background for a study of the relationship between tenure and fields of instruction can be constructed by a survey of the percentages of faculty members teaching in these fields at various periods since 1900. The complete data for every tenth year are outlined in Table 46.

The heavy emphasis on humanistic studies in the smaller Catholic institutions (under-500 and 500-1000) is reflected in the high percentages of teachers serving in this field. In every year from 1900 to 1940, the percentage is always over fifty, from the lowest of 56.5 to the highest of 80.0 per cent. Among these smaller groups the second high-

est percentages in the field of the humanities are consistently found in the privately controlled institutions. Among the institutions in the 1000-2000 group, it is the private rather than the Catholic institutions which employed the largest percentage of their faculty members in the humanities. In general, the largest institutions under public, private, and Catholic administration tend to have a smaller proportion of their faculties engaged in teaching the humanities than in the colleges and universities with smaller enrolments.

The smallest Catholic colleges, although the last to introduce the biological sciences, have since 1930 had a slightly larger percentage of teachers in that field than public and private institutions of the same size.

In 1900 in any of the institutions in the twelve size and control classifications, the highest percentage of teachers in the physical sciences was 34.8, and the majority of the groups had at least 20 per cent teaching in this area. In most instances these percentages tended to decrease until in 1940 the highest percentage was 21.0 with the majority having less than 15 per cent of their faculty teaching in the physical sciences.

Public institutions of all sizes tend to have a larger percentage of their faculty in the social sciences than private and Catholic institutions. Since 1930 in the smallest public institutions, for example, teachers in the social sciences have constituted between 40 and 50 per cent of the entire faculty. Percentages for the Catholic institutions would have been considerably higher if courses in religion had been included under the social sciences instead of under the humanities.

Among the fifteen institutions with enrolments under 500 and between 500 and 1,000, there were no faculty members teaching in strictly professional fields in 1900. As Table 46 indicates, this situation remained the same throughout the entire forty-year period. In almost every instance from 1900 to 1940, the larger Catholic institutions in both the 1000-2000 and over-2000 groups employed a larger percentage of faculty members in the professional fields than the private and public institutions of corresponding size at the same period of time. Chiefly responsible for this situation is the fact that these Catholic universities began to operate schools of medicine comparatively early in their history.

The pattern which is more or less common at present among the large public, private, and Catholic universities, consists of 22 to 25 per

TABLE 46

PERCENTAGE OF TEACHERS IN FIELDS OF INSTRUCTION IN 1900, 1910, 1920, 1930, AND 1940 IN INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Year	Field	Enrolment Under 500			Enrolment 500-1000			Enrolment 1000-2000			Enrolment Over 2000		
		Pub.	Priv.	Cath.	Pub.	Priv.	Cath.	Pub.	Priv.	Cath.	Pub.	Priv.	Cath.
1900	Humanities.....	47.8	64.1	80.0	52.4	61.2	60.0	36.1	57.3	38.2	33.9	31.0	50.4
	Biological Sciences.....	4.4	2.6		9.5	6.1		11.1	9.4	13.2	8.7	9.9	4.1
	Physical Sciences.....	34.8	25.6	20.0	28.6	20.4	17.5	22.2	11.5	7.4	20.0	22.2	8.3
	Social Sciences.....	13.0	7.7		9.5	12.2	22.5	11.1	2.1	4.4	2.6	5.9	5.8
	Professional.....							19.4	19.8	36.8	34.8	31.0	31.4
1910	Humanities.....	56.0	63.6	78.0	43.3	53.0	66.0	29.3	32.0	32.8	26.9	27.1	23.2
	Biological Sciences.....	4.0	6.8		6.7	6.1	2.3	8.5	6.3	10.5	9.1	7.1	3.1
	Physical Sciences.....	28.0	19.9	20.3	30.0	25.8	22.7	22.6	10.3	9.0	23.5	13.2	12.0
	Social Sciences.....	12.0	13.6	1.7	20.0	15.1	9.1	12.3	9.7		7.2	4.3	1.2
	Professional.....							27.4	41.7	47.8	33.3	48.4	60.6
1920	Humanities.....	33.3	59.6	66.1	46.7	50.6	70.0	28.0	37.6	32.4	28.0	29.3	20.6
	Biological Sciences.....	5.9	9.6	6.8	33.3	7.6	2.0	12.1	5.1	6.8	11.2	11.9	2.1
	Physical Sciences.....	11.8	17.3	18.6	33.3	25.3	22.0	22.0	8.6	23.0	12.4	18.8	9.9
	Social Sciences.....	49.0	13.5	8.5	20.0	16.4	6.0	13.6	13.2	12.2	8.7	11.9	4.2
	Professional.....							24.2	35.5	25.7	39.8	28.1	63.3
1930	Humanities.....	36.9	57.7	57.7	39.4	52.3	60.9	26.2	36.2	27.5	24.4	23.2	27.7
	Biological Sciences.....	4.8	5.1	9.4	4.6	5.5	2.2	16.4	5.4	6.2	8.3	6.0	2.3
	Physical Sciences.....	13.1	16.7	22.4	13.6	23.4	19.6	19.1	10.5	8.1	12.0	12.9	9.2
	Social Sciences.....	45.2	20.5	10.6	42.4	18.7	17.4	17.5	15.2	8.1	16.1	11.5	4.2
	Professional.....							20.8	32.6	50.2	39.3	46.3	56.6
1940	Humanities.....	40.2	54.4	56.5	34.0	50.0	63.2	26.0	34.3	23.2	22.6	29.7	24.1
	Biological Sciences.....	5.8	4.4	8.0	2.1	7.2	4.0	14.0	5.3	5.5	11.7	8.7	9.1
	Physical Sciences.....	9.2	15.6	21.0	13.4	17.1	15.8	14.9	11.3	9.3	9.3	15.4	6.3
	Social Sciences.....	44.8	25.6	14.5	50.5	25.6	17.1	17.9	19.6	7.2	16.9	17.0	8.9
	Professional.....							27.2	29.7	54.9	39.6	29.2	51.6

cent of the faculty teaching in the field of the humanities, 8 to 12 per cent in biological sciences, 6 to 16 per cent in the physical sciences, 8 to 17 per cent in the social sciences, and 29 to 52 per cent in the professional fields. It is noticeable that in the professional fields the large privately controlled institutions tend to have smaller percentages than public and Catholic institutions, and continue to maintain a larger percentage of the instructional staff in the humanities.

Tenure of Teachers in All Fields of Instruction

A general approach to the present problem can be made by studying the tenure of the 14,182 faculty members who were teaching in the various instructional fields at any time between 1900 and 1940. Table 47 presents the number, man-years of service, and average tenure of this group of teachers in the thirty institutions divided according to the five instructional categories.

TABLE 47

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE OF ALL
TEACHERS IN VARIOUS FIELDS OF INSTRUCTION IN THIRTY
INSTITUTIONS FROM 1900 TO 1940

Field	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Humanities	4,756	26,723	5.62
Biological Sciences . . .	988	5,982	6.05
Physical Sciences	1,918	12,637	6.59
Social Sciences	2,103	10,052	4.78
Professional	4,417	27,735	6.28
Total	14,182	83,129	5.86

As might be expected, the largest number of teachers over the forty-year period has been engaged in the field of the humanities. This total is almost equalled by that of the faculty members who taught in the area of professional instruction. More than to any other single factor this large total is due to the numerous teachers required for a typical medical school faculty. Teachers in the humanities and the professional subjects combined represent 9,173 of the 14,182 individuals included in the study. The next highest total, due to rapid development in the last two or three decades, is found in the social sciences. Teachers in the

physical and biological sciences rank fourth and fifth respectively in total number.

As shown by Table 47, the differences between tenure averages in the different fields of instruction are not large. The range is only 1.81 years. Teachers in the physical sciences experienced the longest average tenure (6.59 years), followed in order by those in the professional fields, biological sciences, humanities, and lastly, social sciences. The rather low average in social sciences is due undoubtedly to the fact that these subjects found a place on the campus at a much later date than the traditional components of the college curriculum. If the social sciences are excluded, the maximum difference in average tenure among the various fields is less than a year (0.97).

Tenure of Teachers in the Humanities

In Table 48 the data for teachers in the humanities are classified according to the size of the student body in their respective institutions. From this table one perceives that there is not a direct, consistent rela-

TABLE 48

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE HUMANITIES IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Under 500	728	3,993	5.48
500-1000	635	3,361	5.29
1000-2000	1,005	6,172	6.14
Over 2000	2,388	13,197	5.53
Total.....	4,756	26,723	5.62

tionship between average tenure of teachers in the humanities and the size of educational institutions. Although the differences are not large, the longest tenure was experienced by those in the 1000-2000 group, second longest in the largest institutions, next in the smallest colleges, and shortest tenure in the 500-1000 group.

Table 49 presents a rearrangement of the figures for staff members in the humanities on the basis of the institutions' administrative control. It is evident from this table, as the percentages in Table 46 implied,

TABLE 49

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE HUMANITIES IN THIRTY INSTITUTIONS WITH VARIOUS TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Public.....	1,416	7,689	5.43
Private.....	1,557	10,724	6.89
Catholic.....	1,783	8,310	4.66
Total.....	4,756	26,723	5.62

that the largest number of teachers in the humanities field was employed in the Catholic institutions and the second largest in those under private control. Humanities teachers in the privately controlled institutions, however, had a considerably higher tenure than those in public and Catholic colleges and universities. Their average of 6.89 years is over a year longer than for public and over two years longer than for teachers of the humanities in Catholic institutions.

A further refinement of the data is possible by computing tenure averages on the twofold basis of enrolment and control. This breakdown is given in Table 50. The data indicate that the least variation in average tenure is found among the teachers of humanities in all sizes of the public institutions. In every instance the average was five years and a fraction. The greatest variation, on the other hand, is associated with the type of institutions which had the highest total average. In

TABLE 50

AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE HUMANITIES IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Public.....	5.39	5.54	5.05	5.57	5.43
Private.....	5.07	6.74	8.73	6.60	6.89
Catholic.....	5.83	3.76	3.98	4.70	4.66
Total Average...	5.48	5.29	6.14	5.53	5.62

private colleges and universities the average tenure for humanities teachers ranges from 5.07 years in the under-500 group to the highest average of 8.73 years for the 1000-2000 group. Teachers of the humanities in the smallest Catholic colleges experienced the longest tenure in that size-group, but the shortest span of service in the other three size-classifications. In general, no definitely clear relationship can be traced between institutional size and the length of tenure of staff members in the humanities field.

Tenure of Teachers in the Biological Sciences

Tenure averages for teachers in the biological sciences are organized in Table 51 according to the size of student enrolment. This table presents a picture which has both similarities as well as dissimilarities to that of teachers in the humanities. The similarity consists in the general absence of a clear relationship between size and tenure. But in the

TABLE 51

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE BIOLOGICAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Under 500	75	337	4.49
500-1000	57	373	6.54
1000-2000	207	1,076	5.20
Over 2000	649	4,196	6.47
Total.....	988	5,982	6.05

biological sciences the highest tenure is found among teachers in the group with enrolments from 500 to 1,000, whereas the instructional staff for the humanities in this same size group experienced the shortest tenure.

Table 52 groups together institutions under the same type of administrative control. This arrangement shows that there was a noticeably higher number of teachers of the biological sciences in public than in private or Catholic institutions. Nevertheless, the average tenure of these staff members in public institutions (5.52 years) was the least of the three groups. Teachers in the privately controlled institutions again

TABLE 52

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE BIOLOGICAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Public.....	487	2,687	5 52
Private.....	271	2,007	7 41
Catholic.....	230	1,288	5.60
Total.....	988	5,982	6.02

have a significantly higher tenure, an average almost two years greater than for public and Catholic colleges and universities.

Table 53 presents the data for teachers of the biological sciences analyzed on the basis of both size and control. This break-down results in a much more diversified picture for the biological sciences than in the case of the humanities. By way of exception, however, there is a consistent increase in tenure for each size-group of the public institutions. The spread is from 3.46 years in the under-500 group to 6.08 years in the over-2000 group. The privately controlled colleges and universities have a distinct superiority in average tenure for institutions of every size except the largest, in which they rank second to Catholic institutions. The reason for the extremely high tenure of those who were teaching in the biological sciences in private institutions, especially of the 500-1000 group, can be ascertained by referring back to Table 47.

TABLE 53

AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE BIOLOGICAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Public.....	3.46	4.50	4 54	6 08	5 52
Private.....	5.63	12 00	8.78	6 73	7.41
Catholic.....	4 48	1 65	3 26	7.03	5 60
Total Average...	4.49	6.54	5.20	6.47	6.05

There it can be seen that in 1900 the percentage of these teachers in the private 500-1000 institutions was 6.1; in 1910, 6.1 per cent; in 1920, 7.6 per cent; in 1930, 5.5 per cent; and in 1940, 7.2 per cent. These figures indicate a relatively stable situation among faculty members in the field of the biological sciences. The basic data show that these private institutions retained the services of twenty-two teachers of the biological sciences over a long period of time, thus accounting for the high averages manifest in Table 53. It is interesting to know that the Catholic institutions in this same 500-1000 size-group employed an even smaller number of teachers in this field (seventeen), yet their tenure is extremely low (1.65 years), indicating a rather constant turnover among teachers in the biological sciences.

Tenure of Teachers in the Physical Sciences

In Table 54 the data for the instructional staff in the physical sciences are organized according to student enrolment. Although the tenure averages for teachers in the physical sciences are higher than for those in the biological sciences, the averages for both stand in the same relationship to the institutions when they are grouped according to size. As can be seen from Table 54, the highest average (7.65 years) was experienced by those teaching physical sciences in the institutions with enrolments between 500 and 1,000. As in the biological sciences, the

TABLE 54

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE PHYSICAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Under 500	190	1,167	6.14
500-1000	202	1,545	7.65
1000-2000	395	2,455	6.22
Over 2000	1,131	7,470	6.60
Total.....	1,918	12,637	6.59

second highest average is again located in the largest group, then the 1000-2000 group, and finally, the smallest institutions with enrolments under 500.

The classification on the basis of control for faculty members serving in the physical sciences is presented in Table 55. These figures show that there is less difference in the average tenure of faculty members teaching the physical sciences in the three types of institutions than was true in the case of the humanities and biological sciences. The maximum difference for teachers of the humanities was 2.23 years, and 1.89 years for the biological sciences, whereas for the physical sciences the difference is only 1.09 years. As in each of the fields so far investigated, teachers in the privately controlled institutions remained as staff members in the physical sciences for the longest period of time, followed respectively by teachers in the public and Catholic institutions.

TABLE 55

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE PHYSICAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Public.....	704	4,597	6.53
Private.....	671	4,770	7.11
Catholic.....	543	3,270	6.02
Total.....	1,918	12,637	6.59

Table 56 isolates the data for teachers of the physical sciences according to the double break-down of size and control. As in the case

TABLE 56

AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE PHYSICAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Public.....	6.33	7.73	5.64	6.91	6.53
Private.....	5.96	9.44	7.94	6.55	7.11
Catholic.....	6.15	5.53	5.55	6.25	6.02
Total Average...	6.14	7.65	6.22	6.60	6.59

of the humanities and biological sciences, no clear relationship between institutional size and average tenure of teachers of the physical sciences can be discovered. The same situation noticed in the case of the biological sciences is again apparent—the extremely high tenure of teachers in the medium-sized private institutions particularly of the 500-1000 group. It is in these two middle-size classes that the great discrepancies exist between institutions under different types of control. For example, the average tenure for teachers of the physical sciences in private institutions of the 500-1000 group was 3.91 years greater than for the corresponding teachers in Catholic colleges and universities.

For the physical sciences the greatest similarities are allocated at the extremes of the size classifications. The maximum difference between the averages for the public, private, and Catholic colleges and universities is only 0.37 of a year for the smallest colleges and 0.66 of a year for the largest institutions.

Tenure of Teachers in the Social Sciences

In Table 57 the data for teachers in the social sciences are arranged according to the size of the student population in the thirty institutions. This table shows that the same generalization can be made concerning this field as was stated for the biological and physical sciences, namely,

TABLE 57

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE SOCIAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Under 500	308	1,179	3.83
500-1000	270	1,405	5.20
1000-2000	403	2,074	5.15
Over 2000	1,122	5,394	4.81
Total.....	2,103	10,052	4.78

that teachers in the social science field had the longest tenure during the 1900-1940 period in institutions with enrolments between 500 and 1,000. The two next largest groups (1000-2000 and over-2000) ranked second and third, while teachers of the social sciences in the smallest institutions had the lowest average tenure of 3.83 years.

Table 58 presents the tenure averages for teachers of the social sciences in public, private, and Catholic institutions. Here again no exception is found to the conclusion arrived at in connection with the fields of instruction examined previously. The instructional staff in the social sciences in privately controlled institutions again experienced a longer period of teaching than those in the same field in public and Catholic colleges and universities. The average tenure for faculty mem-

TABLE 58

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE SOCIAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Public.....	998	4,900	4 91
Private.....	641	3,447	5 38
Catholic.....	464	1,705	3.67
Total.....	2,103	10,052	4.78

bers in the social sciences in private institutions is 5.38 years, about one-half a year greater than for the corresponding group in public institutions, and over a year and one-half greater than for those in Catholic institutions.

The double classification of the data according to size and administrative control is given in Table 59. From this table it is clear that the

TABLE 59

AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS OF THE SOCIAL SCIENCES IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Public.....	4.33	5 03	5.17	4.97	4.91
Private.....	3.54	6.44	6.79	4.87	5.38
Catholic.....	3.13	3.64	2.77	4 29	3.67
Total Average...	3.83	5.20	5.15	4.81	4.78

highest tenure averages are once more located among the social science teachers in the medium-sized private institutions.

Greatest uniformity is found among the three types of institutions with the largest student enrolments. In this instance the average tenure of teachers in the social sciences is between four and five years, the maximum difference being only 0.68 of a year. It should be noted that in spite of the higher total average tenure of social science teachers in the private institutions, those in this field as well as in the physical sciences who were in the largest public institutions experienced a longer tenure than the staff members in the largest private institutions. This is a further confirmation of a fact previously pointed out in several places. In recent years, tenure in the largest colleges and universities under public control is tending to equal or surpass that of teachers in the privately controlled institutions of the same size.

The small percentage of teachers of the social sciences in the Catholic institutions experienced a noticeably low average tenure in each size-group, especially that with enrolments between 1,000 and 2,000. In typical Catholic institutions the majority of the instructional staff in the social sciences is made up of salaried teachers rather than non-salaried members of a teaching order. Hence these low tenure averages are due in part to the greater turnover among the salaried faculty members in Catholic colleges and universities. This question will be further investigated in the subsequent chapter.

Tenure of Teachers in the Professional Fields

This final section of the chapter is concerned with the relationship of tenure to teachers in the professional fields such as law, medicine, dentistry, and the like. Table 60 presents data for this group of 4,417 teachers according to the size of student enrolment. As has been already indicated in connection with Table 46, there were no staff members teaching in the strictly professional subjects in institutions with enrolments under 500 and between 500 and 1,000. Table 60 shows that there were four times as many faculty members teaching in the professional subjects in the over-2000 group as in the 1000-2000 classification. These faculty members in the largest institutions remained in service for an average of one-half a year longer than those who were in the 1000-2000 group. The total average tenure for the 4,417 teachers in the professional fields was 6.28 years, higher than for any of the other groups of teachers with the exception of those in the physical sciences.

TABLE 60

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS IN PROFESSIONAL FIELDS IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Under 500	.....	.....	....
500-1000	.....	.....	....
1000-2000	887	5,226	5.89
Over 2000	3,530	22,509	6.38
Total.....	4,417	27,735	6.28

Table 61 provides a classification of the tenure averages for teachers of professional subjects according to the three types of administrative control. Among the teachers in the various instructional fields, this is the only case in which the highest tenure was not experienced by teachers in privately controlled institutions. In the professional fields the average for teachers in the Catholic institutions was 0.30 and 0.46 of a

TABLE 61

TOTAL NUMBER, MAN-YEARS OF SERVICE, AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS IN PROFESSIONAL FIELDS IN THIRTY INSTITUTIONS WITH VARIOUS TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Total Number of Faculty Members	Total Man-Years of Service	Average Tenure
Public.....	1,362	8,244	6.05
Private.....	1,303	8,090	6.21
Catholic.....	1,752	11,401	6.51
Total.....	4,417	27,735	6.28

year greater than for those in private and public colleges and universities respectively. When institutions are grouped on the basis of administrative control, these are the smallest differences discovered among the averages for faculty members in any of the five divisions of the instructional fields.

The data for teachers of professional subjects are sub-divided in Table 62 according to both size and control. This further refinement fails to show any fixed relationship between the two size-groups and the

TABLE 62

AVERAGE TENURE FROM 1900 TO 1940 OF ALL TEACHERS IN PROFESSIONAL FIELDS IN THIRTY INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Type of Control	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Public.....	6.03	6.06	6.05
Private.....	5.35	6.58	6.21
Catholic.....	6.56	6.50	6.51
Total Average...	5.89	6.38	6.28

average tenure of teachers in the professional fields. In the case of the public institutions, the tenure of teachers in the 1000-2000 and over-2000 groups is almost identical. The same is true of faculty members teaching the professional fields in Catholic institutions. Only in the largest institutions under private control is the tenure noticeably longer than in the private colleges and universities with enrolments between 1,000 and 2,000. Although these private institutions in the 1000-2000 group have had a consistently high tenure for teachers in the humanities, biological, physical, and social sciences, nevertheless, their average of 5.35 years for those in the professional fields is the lowest of any group on the basis both of size and type of administrative control. This points to the fact that many of these older private institutions, especially those with enrolments between 1,000 and 2,000, have constantly tended to emphasize a cultural, liberal arts curriculum, and, in general, have been reluctant to undertake instruction in the strictly professional fields.

General Conclusions

Following are several generalizations pertinent to the relationship between tenure of teachers and their instructional fields:

1. Although the differences in average tenure are not large, the rank order of the instructional fields in which teachers remained for the greatest number of years during the 1900-1940 period is as follows: physical sciences, professional fields, biological sciences, humanities, and social sciences.

2. In none of the five broad fields of instruction is there a clearly defined relationship between tenure averages and the size of the student enrolment in institutions of higher education.
3. Instructional staffs in the biological, physical, and social sciences experienced the longest average tenure in institutions with enrolments between 500 and 1,000. Greatest averages in the humanities and the professional fields were allocated in institutions in the 1000-2000 groups respectively.
4. Teachers in the fields of the humanities, biological sciences, physical sciences, and social sciences experienced a consistently higher tenure in the privately controlled institutions than in the public and Catholic colleges and universities. In all of these but the biological sciences, the second highest average was found in the public institutions. In the case of the professional fields, the total average tenure of teachers was highest in the Catholic institutions, with the second highest occurring in the private colleges and universities.
5. When the classification of both size of student body and type of administrative control is considered, the longest tenure in the humanities, biological sciences, physical sciences, and social sciences is found in the medium-sized private institutions with enrolments between 500 and 2,000. In the professional fields, the highest average tenure is to be found in the largest privately controlled colleges and universities.
6. The smallest differences between the average tenure of teachers in institutions varying both in size and type of control are to be found among those in the professional fields rather than in the other four broad areas of college and university instruction.

CHAPTER VI

FACULTY TENURE OF SALARIED AND NON-SALARIED TEACHERS IN CATHOLIC INSTITUTIONS

This chapter reports a special study of tenure conditions among the two classes of teachers in Catholic institutions of higher education. In a typical Catholic college or university part of the instructional staff is composed of members of a teaching order whose services are contributed. The other members of the faculty are employed in the same general manner as teachers in publicly and privately controlled institutions. Since the problem of tenure and related factors is of more concern to the teachers in Catholic institutions who are not members of religious orders, a study of these relationships would fail to be of any significance unless a distinction were made between the salaried and non-salaried teachers. For these two groups the present chapter analyzes in the same order the relationships which have been considered in the preceding chapters—the relationship of tenure to the entire instructional staff, to academic ranks, to degrees, and to fields of instruction.

Table 63 presents the total number and average tenure of all salaried and non-salaried teachers who were in service at the ten Catholic institutions at any time between 1900 and 1940. As these totals indi-

TABLE 63

TOTAL NUMBER AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL SAL-
ARIED AND NON-SALARIED TEACHERS IN TEN CATHOLIC INSTI-
TUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Under 500	236	296	3.37	7.07
500-1000	161	264	3.67	4.02
1000-2000	514	268	5.40	3.74
Over 2000	2,290	731	5.95	5.37
Total	3,201	1,559	5.56	5.19

cate, of the 4,760 faculty members who were in service at any time between 1900 and 1940 in the ten Catholic institutions, 3,201 were salaried and 1,559 were non-salaried teachers. In other words, during the forty-year period in the ten faculties combined, slightly more than twice as many teachers were paid for their services as contributed them. This proportion, however, varied a great deal among Catholic institutions of different sizes. In the smaller colleges with enrolments under 500 and between 500 and 1,000 there were fewer salaried than non-salaried teachers during the forty-year period. On the other hand, in the institutions in the 1000-2000 group there were about twice as many, and in the largest Catholic institutions there were three times as many salaried as non-salaried teachers from 1900 to 1940.

It should be remembered that these numbers do not necessarily represent the proportion in any one academic year. Comparative figures for a typical year can be derived by subtracting those in Table 64, which represent all the teachers who had withdrawn before the year 1940-1941, from the data in Table 63 which include the faculty members still in service in this final year. By obtaining the difference between the data in these two tables, it will be found that there were 1,104 salaried and 282 non-salaried faculty members teaching in 1940-1941 in the ten Catholic institutions. When these colleges and universities are grouped according to size of enrolment, the proportion of salaried teachers varies from about 50 per cent in the smallest institutions to as high as 80 to 90 per cent in the large institutions.

TABLE 64

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WHO WITHDREW BETWEEN 1900 AND 1940
FROM TEN CATHOLIC INSTITUTIONS WITH VARIOUS
SIZES OF STUDENT ENROLMENT

Enrolment	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Under 500	169	228	3.11	5.39
500-1000	129	247	3.25	2.15
1000-2000	302	249	2.88	3.10
Over 2000	1,497	553	3.78	3.64
Total.....	2,097	1,277	3.56	3.56

A caution should be inserted at this point relating to the great difference between the number of cases involved in this chapter and the number of individuals studied in the preceding chapters. The total number represented in the data for Chapters II, III, IV, and V was 14,182 teachers, while the total here is 4,760 teachers or a sample only one-third as large. Hence the averages in this chapter have considerably less reliability than those previously presented. It is for this reason that in the data which will be analyzed throughout this chapter, the actual number of cases involved will always be stated.

Tenure Irrespective of Rank, Degree, and Field of Instruction

Salaried and Non-Salaried Teachers in Service Between 1900 and 1940

As Table 63 shows, all the salaried teachers over the forty years remained in service an average of 5.56 years, 0.37 of a year longer than the average for the total number of the non-salaried staff. There is an increase in the tenure of the salaried faculty members in direct relationship to the size of the institution, the average for the under-500 group being only 3.37 years whereas that for the largest institutions is 5.95 years. Conversely, in the case of the non-salaried teachers in institutions with enrolments below 2,000 there is an inverse relationship between average tenure and the size of the student body. The decrease is from an average of 7.07 years in the under-500 group to 3.74 years in the 1000-2000 group. The second highest average for the non-salaried faculty, however, is found in the largest institutions with enrolments over 2,000. In respect to the entire period, therefore, it can be said that in the smallest Catholic colleges there has been the greatest proportional turnover of salaried and the least proportional turnover of non-salaried faculty members.

Reference back to Table 2 in Chapter II will show that the average tenure of 5.56 years for all the salaried teachers in Catholic institutions compares favorably with the average of 5.67 years for all teachers in public institutions from 1900 to 1940. It is about a year less than the average of 6.53 years for the total faculty members in privately controlled colleges and universities.

Teachers Withdrawing From Service Before 1940-1941

As was done in Chapter II, the distinction is here introduced between all the teachers who were in service at any time between 1900

and 1940 and the smaller group of teachers who had severed relationships with one of these institutions before the year 1940-1941. Table 64 presents the data for the 2,097 salaried and 1,277 non-salaried teachers who had taught in one of the ten Catholic institutions between 1900 and 1940 but had withdrawn before the academic year 1940-1941. This table shows that the average tenure of the salaried and non-salaried groups was exactly the same—3.56 years. Since the average of these salaried and non-salaried teachers who had withdrawn is equal, and since the inclusion of the data for teachers still in service in 1940-1941 (Table 64) results in a higher average for salaried faculty members, it is certain that for Catholic institutions in general, the teachers drawing salaries are tending in recent years to remain somewhat longer than those who are contributing their services. The average of 3.56 years for the salaried staff still in service in the final year is about half-way between the average of 3.16 and 4.16 years for the corresponding teachers in public and private institutions shown in Table 5.

When the data in Table 65 are examined on the basis of enrolment, the direct relationship between size and average tenure is not as apparent as in the larger number of teachers represented in Table 64. In this case the 1000-2000 group is the exception to the rule that the larger the institution, the greater the average tenure experienced by the salaried members of faculties in Catholic institutions. Since this low average of 2.88 years for salaried teachers in the 1000-2000 group has risen to 5.40 years in Table 64, and the 3.78 average for the largest institutions is increased to 5.95 years, it is quite clear that the recent trend is towards increased tenure for salaried teachers in the larger Catholic institutions. The situation in recent years for salaried members of the instructional staff in the smaller Catholic institutions is about the same as for the entire forty-year period.

Trends in Tenure From Decade to Decade

Table 65 divides the data for all salaried and non-salaried teachers according to tenure averages for each of the four decades. The total averages for all the size-groups reveal a general decade-to-decade rise in tenure for both salaried and non-salaried teachers, although in each case the figures for the last two decades are almost equal. The total averages for the salaried group increase from 2.66 years in the first decade to 3.73 years in the 1930-1940 decade; those of the non-salaried teachers rise from 1.86 years in 1900-1910 to 4.29 years in the last decade. With

TABLE 65

NUMBER AND AVERAGE TENURE OF SALARIED AND NON-SALARIED
TEACHERS WHO WITHDREW DURING ONE OF FOUR DECADES
FROM TEN CATHOLIC INSTITUTIONS WITH VARIOUS
SIZES OF STUDENT ENROLMENT

Enrolment	1900-1910		1910-1920		1920-1930		1930-1940	
	Num- ber	Av. Tenure	Num- ber	Av. Tenure	Num- ber	Av. Tenure	Num- ber	Av. Tenure
Under 500								
Salaried.....	9	1.11	36	1.69	49	3.43	75	3.83
Non-Salaried.....	68	2.12	60	5.75	47	7.74	53	7.09
500-1000								
Salaried ..	24	1.54	32	2.44	44	5.00	29	2.90
Non-Salaried ...	70	1.59	59	2.56	67	2.37	51	2.14
1000-2000								
Salaried.....	65	3.26	36	2.83	79	2.24	122	3.11
Non-Salaried.....	62	2.03	53	2.81	82	3.89	52	3.42
Over 2000								
Salaried.....	163	2.67	266	4.09	500	3.84	568	3.89
Non-Salaried.....	126	1.79	100	3.69	140	4.39	187	4.32
Total.....								
Salaried ..	261	2.66	370	3.59	672	3.70	794	3.73
Non-Salaried.....	326	1.86	272	3.37	336	4.33	343	4.29

the exception of the first decade, the tenure averages consistently favor the non-salaried group. Incidentally, the first decade is the only one of the four in which a greater number of non-salaried than salaried teachers withdrew from the ten institutions.

Whereas the salaried teachers who withdrew in the final decade had experienced a slightly higher total average tenure than salaried faculty members who left in the preceding decade, it should be noted that the 1920-1930 decade is a high point in tenure for the non-salaried teachers. Not only is the 1920-1930 total average of 4.33 years higher than that for 1930-1940, but for each size-group without exception there is a small but important decrease in the 1930-1940 averages for the non-salaried teachers as opposed to those for the same class in the 1920-1930 decade.

The largest increase in average tenure, about five years, is found among the non-salaried teachers in the smallest Catholic institutions. This fact supplements a previous conclusion as to the relatively small

turnover among the non-salaried faculties in Catholic institutions with enrolments under 500.

The data for the salaried and non-salaried teachers in the 500-1000 group are remarkably similar save for the average of 5.00 years for the forty-four salaried faculty members who withdrew between 1920 and 1930. A fairly regular pattern is also noticeable in the 1000-2000 group of institutions.

Since the majority of salaried teachers and nearly half of the non-salaried teachers who withdrew during the forty years were in service in Catholic institutions with enrolments over 2,000, the average tenures for this largest size-group are nearly identical with those for the entire number of teachers. Practically every characteristic mentioned regarding the total averages is repeated in this over-2000 classification. The outstanding exception is a slightly higher average (4.09 years) for the 266 salaried teachers who withdrew between 1910 and 1920 than for those who left during either of the two succeeding decades.

Faculty Tenure and Academic Ranks

Relationship of Tenure to Teachers Without Academic Ranks

Before investigating the tenure of salaried and non-salaried instructors, assistant professors, associate professors, and professors in Catholic institutions, brief attention will be given to the teachers who were employed in institutions which did not utilize academic ranks for some or all of their instructional staff.

The data for teachers without rank who withdrew between 1900 and 1940 are given in Table 66. As was to be expected, there was a much larger number of non-salaried teachers without rank than salaried as is indicated in Table 66 by the totals of 113 non-salaried as opposed to only 19 salaried teachers who had withdrawn in the course of the forty years. This fact simply reflects the much greater significance of academic ranks for salaried staff members than for those who are contributing their services.

The average tenure for all the salaried teachers without rank who severed relations with one of the ten Catholic institutions was 3.05 years, almost twice as large as the total average for the non-salaried group. Moreover, in each decade in which some salaried members of the staff withdrew, their tenure was higher than in the preceding decade. Especially significant is the average of 4.20 years in the 1930-1940

TABLE 66

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITHOUT ACADEMIC RANK WHO HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910.....	2	56	1.50	1.45
1910-1920.....	..	18	...	2.89
1920-1930.....	7	16	1.86	1.06
1930-1940.....	10	23	4.20	1.78
Total.....	19	113	3.05	1.69

decade which is higher than the total average of all teachers without rank who withdrew from the thirty institutions in this final decade (Table 15). The decade-to-decade averages for the non-salaried teachers are rather consistently low and indicate no definite trend for the entire period. Unfortunately, all these averages represent a small number of cases.

In Table 67 are shown the data for the salaried and non-salaried teachers without rank who remained or were promoted between 1900 and 1940. The value of the averages indicated in this table is questionable since the highest number of cases involved is only fifteen. Certainly the average of 9.00 years for the two non-salaried faculty mem-

TABLE 67

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITHOUT ACADEMIC RANK IN TEN CATHOLIC INSTITUTIONS WHO HAD REMAINED WITH RANK OR HAD BEEN PROMOTED BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910.....	7	2	3.86	9.00
1910-1920.....	..	14	...	4.86
1920-1930.....	2	12	2.00	5.50
1930-1940.....	12	15	4.75	6.47

bers in the 1900-1910 decade is not very significant. It is interesting to note, however, that in every decade the non-salaried teachers without rank had been retained in service a much longer time than the salaried faculty members. Moreover, beginning with 1910, there is a noticeable trend from one decade to the next for the non-salaried teachers without rank to remain longer than their predecessors. These averages for the non-salaried faculty are about equal to those for all teachers without rank shown in Table 16, while the averages for the salaried teachers are considerably lower than those for the total group.

Relationship of Tenure to the Rank of Instructor

It should be recalled here that in analyzing the relationship of tenure to the various academic ranks, the same approach is used in this section as in Chapter III. Since the main interest of this part of the study is to discover the rate of promotion from one rank to another, the data represent the number of years spent at each individual academic rank, not the total number at various ranks combined.

Table 68 presents the tenure averages at the rank of instructor for salaried and non-salaried faculty members who severed relations with one of the ten Catholic institutions between 1900 and 1940. These data show that about three times as many salaried as non-salaried teachers at the rank of instructor withdrew from these ten institutions between 1900 and 1940. In spite of this greater turnover on the part of the salaried faculty members, they experienced a longer tenure in each of the

TABLE 68

TOTAL NUMBER AND AVERAGE TENURE AT THE RANK OF INSTRUCTOR OF ALL SALARIED AND NON-SALARIED TEACHERS WHO HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910.. . . .	67	55	1.94	1.35
1910-1920.... .	144	49	2.51	2.02
1920-1930.....	278	79	2.28	1.59
1930-1940.... .	379	99	2.73	2.14
Total.....	868	282	2.49	1.81

four decades than did those whose services were contributd. In fact, their decade-to-decade averages are higher by a fraction of a year than those for the total group of instructors who withdrew from all the institutions investigated (Table 17). The one exception is in the 1930-1940 decade in which the average for the salaried instructors (2.73 years) is 0.06 of a year less than that for the total 1,532 instructors who withdrew during this final ten-year period.

Table 69 presents the decade-to-decade tenure averages for the salaried and non-salaried members of the instructional staff in the ten Catholic institutions who remained at the rank of instructor or had been

TABLE 69

TOTAL NUMBER AND AVERAGE TENURE AT THE RANK OF INSTRUCTOR OF ALL SALARIED AND NON-SALARIED TEACHERS WHO HAD RETAINED THIS RANK OR HAD BEEN PROMOTED FROM IT BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910..	16	7	2.81	2.86
1910-1920.....	43	16	4.42	3.31
1920-1930.....	118	20	4.95	4.40
1930-1940.....	698	139	4.71	3.73

promoted to a higher rank by the close of one of the four ten-year periods. From this table it is evident that in each decade except the first, the salaried instructors were retained at that rank an average of a half to a full year longer than the non-salaried members of the instructional staff. A comparison of the data in Tables 69 and 19 reveals that in each of the four decades the salaried instructors in Catholic institutions were in service approximately the same average number of years before promotion to a higher rank as were the typical instructors in all the public, private, and Catholic institutions combined.

As far as decade-to-decade trends are concerned, neither the data for instructors who withdrew nor for instructors who remained or were promoted can be said to indicate anything very definite. In general, tenure in the more recent decades has been higher. This is evidenced by the fact that the highest tenure for instructors who withdrew, both salaried and non-salaried, occurred in the 1930-1940 decade. However,

both salaried and non-salaried instructors who remained or were promoted had the longest tenure between 1920 and 1930, followed by a decrease of 0.24 and 0.67 of a year respectively in the subsequent 1930-1940 decade. This is contrary to the general trend of a slightly increasing length of service at the rank of instructor before promotion to a higher rank.

Relationship of Tenure to the Rank of Assistant Professor

The typical salaried instructor who withdrew between 1900 and 1940 from one of the ten Catholic institutions had been in service 2.49 years. As Table 70 indicates, the typical salaried assistant professor who withdrew had been teaching at this rank an average of 2.78 years. This table also shows that this average for salaried assistant professors who left is about a year longer than the average for the withdrawing non-salaried assistant professor in Catholic institutions and about equal to the average for all the assistant professors who withdrew from the thirty institutions between 1900 and 1940 (Table 21).

In the case of the salaried instructors who withdrew, the longest tenure was found in the 1930-1940 decade, but for salaried assistant professors who ceased teaching at one of the ten institutions, the high-

TABLE 70

TOTAL NUMBER AND AVERAGE TENURE AT THE RANK OF ASSISTANT PROFESSOR OF ALL SALARIED AND NON-SALARIED TEACHERS WHO HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910.....	6	2	1.33	2 00
1910-1920.....	20	3	2.60	1 00
1920-1930.....	67	19	2.94	1 05
1930-1940.. . . .	99	47	2.80	2.23
Total.....	192	71	2.78	1.86

est average is found in the preceding decade from 1920 to 1930. The averages for the salaried faculty are higher in every decade except the first than those for the non-salaried teachers. Here again, however, the

numbers involved, especially in the early decades, are too small to guarantee reliability.

Table 71 presents the tenure averages for salaried and non-salaried teachers who had held the rank of assistant professor during a given decade and were still in service at the end of that decade, either in the same or in a higher rank. A comparison of the data in this table for the salaried and non-salaried members of the faculty shows that in every decade since 1900 the typical salaried assistant professor who retained that rank or was promoted experienced a tenure from a frac-

TABLE 71

TOTAL NUMBER AND AVERAGE TENURE AT THE RANK OF ASSISTANT PROFESSOR OF ALL SALARIED AND NON-SALARIED TEACHERS WHO HAD RETAINED THIS RANK OR HAD BEEN PROMOTED FROM IT BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910... ..	3	3	3.00	2.33
1910-1920... ..	23	1	3.91	2.00
1920-1930... ..	53	9	3.60	2.33
1930-1940... ..	306	106	4.66	3.98

tion of a year to two years longer than the typical non-salaried staff member at the same rank. Nevertheless, reference back to Table 23 indicates that in every decade except the first, the typical salaried assistant professor in Catholic institutions was retained at this rank a shorter time before promotion than was the average assistant professor in the thirty public, private, and Catholic colleges and universities.

The decade-to-decade trends for salaried assistant professors who remained or were promoted in Catholic institutions are entirely similar to the trends for the total group. In both cases, with the exception of the 1900-1910 decade, there is a tendency for assistant professors to be retained somewhat longer in each succeeding decade before being promoted to a higher rank.

Relationship of Tenure to the Rank of Associate Professor

The tenure averages for faculty members who withdrew from Catholic institutions at the rank of associate professor are given in Table 72.

TABLE 72

TOTAL NUMBER AND AVERAGE TENURE AT THE RANK OF ASSOCIATE
PROFESSOR OF ALL SALARIED AND NON-SALARIED TEACHERS WHO
HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS
BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910.....	5	...	2.80	...
1910-1920.....	19	1	2.16	1.00
1920-1930.....	43	10	4.33	1.80
1930-1940.....	79	43	2.61	2.37
Total.....	146	54	3.06	2.24

Between 1900 and 1940, the 146 associate professors who were being paid for their services in Catholic colleges and universities remained at this rank for an average of 3.06 years before severing their relations with one of these ten institutions. This is 0.82 of a year more than the average for the 54 non-salaried associate professors who left, but 0.35 of a year less than the average for the total 594 associate professors who withdrew at this academic rank from the thirty institutions as can be seen in Table 25.

The trends noticed in the case of withdrawing assistant professors are repeated in the present situation. The longest average terms of service (4.33 years) was spent by the salaried associate professors who withdrew not in the final 1930-1940 decade but in the decade from 1920 to 1930. Again, this is counter to the general trend derived from the data in Chapter III for the entire group of associate professors in all types of institutions.

In Table 73 are given the tenure averages for salaried and non-salaried teachers who had held the rank of associate professor during one of the ten-year periods and were still in service at the end of that decade, either at the same or at a higher rank. The averages for salaried associate professors are noticeably higher than for the non-salaried. They are also higher in the first two decades than for all the associate professors who remained or were promoted in the thirty institutions, but drop below these general averages for the 1920-1930 and 1930-1940 decades, as is shown by a comparison of Tables 73 and 27.

For both salaried and non-salaried associate professors there is a general conformity to the trends found in the total group. In the final 1930-1940 decade salaried teachers who were promoted to the rank of full professor had been teaching at the rank of associate professor for

TABLE 73

TOTAL NUMBER AND AVERAGE TENURE AT THE RANK OF ASSOCIATE PROFESSOR OF ALL SALARIED AND NON-SALARIED TEACHERS WHO HAD RETAINED THIS RANK OR HAD BEEN PROMOTED FROM IT BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910	5	...	3 00	....
1910-1920..... . .	10	...	5.30	....
1920-1930	24	5	4.00	1.80
1930-1940...	230	58	5.53	3.97

a longer average period than those in any previous decade since 1900. In other words, the rate of promotion to professorships among salaried teachers in Catholic institutions is definitely decreasing in recent years.

Relationship of Tenure to the Rank of Professor

Table 74 presents the tenure data for the 872 salaried and 757 non-salaried teachers at the rank of professor who withdrew from the ten Catholic institutions between 1900 and 1940. Among the teachers at

TABLE 74

TOTAL NUMBER AND AVERAGE TENURE AT THE RANK OF PROFESSOR OF ALL SALARIED AND NON-SALARIED TEACHERS WHO HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910..... . .	181	213	2 98	2 10
1910-1920..... . .	187	201	4 67	4 27
1920-1930	277	212	5 26	6 01
1930-1940..... . . .	277	131	6 17	7 71
Total.....	872	757	4.90	4.74

the four academic ranks, the present case of professors is the only one in which the total number of non-salaried teachers even remotely approached the number of salaried faculty members who withdrew during the forty years. Moreover, the two groups exhibit the same tendency as was found in the data for all professors (Table 29), namely, a decrease in the number withdrawing between 1930 and 1940 as compared with the preceding decade from 1920 to 1930.

Table 74 shows that the 872 salaried professors who withdrew from the Catholic institutions between 1900 and 1940 had served at the highest rank for an average of 4.90 years, 0.16 of a year longer than the 757 non-salaried professors. This average for the salaried professors, however, is 1.17 years below that of the 3,295 professors who withdrew from the thirty institutions during the same period.

Even though the method of collecting the data prevented the averages for the 1900-1910 and 1910-1920 decades from being as high as they should be,²⁸ it is evident that even with corrections there exists the same decade-to-decade trend towards increasing tenure for both salaried and non-salaried professors in Catholic institutions as was found for the total group of professors who had withdrawn by the end of the various ten-year periods. Nevertheless, some important differences should be pointed out. The 1900-1910 and 1910-1920 averages for both the total group of professors and for the non-salaried professors in Catholic institutions are below those for the salaried professors. But during the last two decades these averages underwent a greater proportional increase than those for the salaried professors. As a result, salaried professors who withdrew between 1930 and 1940 had served at that rank an average of 1.54 years less than the non-salaried professors in the same institutions, and 3.22 years less than the total 867 professors who withdrew from the thirty institutions during this final decade. In other words, the typical salaried professor who recently withdrew from a Catholic institution had taught at that rank longer than the salaried professor who left in former decades, but not as long as the typical professor who recently withdrew from publicly and privately controlled colleges and universities.

The final piece of evidence concerning the relation of tenure to the academic rank of salaried and non-salaried teachers in Catholic institutions is presented in Table 75. Here is given the average tenure at the

²⁸ Cf. Chapter I, pp. 15-16.

rank of professor of the 291 salaried and 123 non-salaried teachers who were faculty members in the ten Catholic institutions in the academic year 1940-1941.

TABLE 75

AVERAGE TENURE AT THE RANK OF PROFESSOR OF THE 291 SALARIED AND 123 NON-SALARIED TEACHERS WHO WERE SERVING AT THIS RANK IN THE ACADEMIC YEAR 1940-1941 IN TEN CATHOLIC INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT AND TYPES OF ADMINISTRATIVE CONTROL

Professors	Enrolment				Total Average
	Under 500	500-1000	1000-2000	Over 2000	
Salaried.....	10.22	6.00	12.33	9.85	10.17
Non-Salaried....	14.35	12.33	10.85	16.34	14.82
Total Average..	12.84	9.80	11.98	11.27	11.55

Table 75 shows that the salaried professors had been teaching at this rank for an average of 10.17 years, whereas the tenure of the non-salaried professors averaged 14.82 years. Since it has already been demonstrated that all salaried teachers as a group were recently experiencing longer tenure than all non-salaried teachers, it follows that this extension of tenure among the salaried faculty is taking place chiefly at the academic ranks below that of professor.

If one compares these figures with the data in Table 31 (Chapter III), he finds that the average tenure of salaried professors in Catholic institutions is 3.62 years less than that of professors in public institutions (13.79 years), and 3.04 years below that of professors in private colleges and universities (13.21 years).

When these data are broken down according to the size of student enrolment, the highest average tenure for salaried professors is found in the 1000-2000 group, next highest in the smallest Catholic colleges, then in the largest institutions, and finally in those with enrolments between 500 and 1,000. Thus it is clear that no definite relationship existed in 1940-1941 between size of enrolment and average tenure at the rank of professor for salaried teachers in Catholic institutions.

The greatest differences between the averages for salaried and non-salaried professors occur in the largest Catholic institutions where in

1940-1941 the salaried professors had been in service at that rank an average of six and one-half years less than the non-salaried professors. The greatest similarity is found in the next largest Catholic institutions with enrolments between 1,000 and 2,000. This is the only size-group in which the average tenure for the salaried professors exceeds that of the non-salaried, the difference being 1.48 years.

Faculty Tenure and Academic Degrees

Tenure and Degrees of All Teachers

As was done in Chapter IV for all teachers included in the study, in Table 76 the 3,201 salaried and 1,559 non-salaried teachers who were in service at the ten Catholic institutions between 1900 and 1940 are divided into four groups on the basis of the highest degree each held during this forty-year period. As in Chapter IV, averages indicated in Table 76 and in the subsequent tables pertaining to degrees

TABLE 76

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITH VARIOUS DEGREES IN TEN CATHOLIC INSTITUTIONS FROM 1900 TO 1940

Degree	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
None	438	810	3 31	3 08
Bachelor's.....	431	191	4 07	6 17
Master's.....	503	362	5 19	7 18
Doctor's.....	1,829	196	6 55	9.24
Total.....	3,201	1,559	5.56	5.19

represent the total years of service in one of these ten institutions. Of the total 1,559 non-salaried teachers, 810 or over 50 per cent had no academic degrees. This number is about twice as large as that of the salaried teachers without degrees. A second point of interest relates to the holders of the highest degrees. Although the total number of salaried teachers is twice as large as that of the non-salaried, there are nearly ten times as many salaried faculty members with Doctorates as non-salaried. The reason for the low percentage of non-salaried teachers with higher degrees has been explained in Chapter IV and need not be discussed further at this point except to repeat the warning that

these data necessarily do not given proper recognition to training of these non-salaried faculty members which is the equivalent of the Master's in some, and of the Doctor's degree in other instructional fields.

An analysis of the tenure averages for the two groups given in Table 76 shows that more advanced preparation of both salaried and non-salaried teachers was accompanied by greater average tenure. For the salaried group, each higher degree added about one year to their average tenure. In the case of the non-salaried teachers, those with Master's degrees had an average tenure one year greater than those with Bachelor's, and the average of those with Doctor's degrees exceeded those with Master's by about two years.

The actual differences between the two groups are somewhat obscured by the total averages of 5.56 and 5.19 years. This tendency toward equalization results from the very large number of salaried teachers in the Doctor's group. As a matter of fact, in the case of each of the three groups with some type of degree, in spite of a lower general average, the non-salaried group had tenures averaging from one to almost three years longer than the paid members of the faculties. For example, the second smallest group in numbers, 196 non-salaried Doctors, experienced the longest tenure of 9.24 years, an average of 2.69 years greater than that for the salaried teachers with Doctorates.

A comparison of Table 76 with Table 37 shows that the tenure averages for salaried teachers with the various degrees in Catholic institutions are about one-half to a full year less than for those with corresponding degrees in public and private institutions. The single exception is that of holders of the Bachelor's degree whose tenure average in Catholic colleges and universities is 0.05 of a year greater than for those with the Bachelor's degree in publicly controlled institutions. The greatest differences are found between the tenure of those with Doctorates. Here the average for the salaried faculty in Catholic institutions is 1.28 years less than for those in public and 1.57 years less than those in private institutions.

Tenure and Degrees of Teachers Who Withdrew Before 1940-1941

Between 1900 and 1940, 3,374 teachers withdrew from the ten Catholic institutions of higher education. The data for the 2,097 salaried and 1,277 non-salaried members of the instructional staff are

presented in Table 77. The rapid decrease in recent years of the number of non-salaried teachers without a degree is clearly seen by comparing the number in that class for the entire period (Table 76) and the number of faculty members who had withdrawn before the year 1940-1941. It will be found that only forty-five non-salaried teachers without degrees remained in the combined institutions in 1940-1941, twenty-four less than the number of salaried teachers without degrees in service that same year.

Comparison of Tables 76 and 77 also shows that the number of salaried teachers with Doctorates in 1940-1941 was 728 as opposed to 102 non-salaried Doctors serving at the same period. The continued

TABLE 77

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITH VARIOUS DEGREES WHO WITHDREW BETWEEN 1900 AND 1940 FROM TEN CATHOLIC INSTITUTIONS

Degree	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
None.....	369	765	2.88	2.78
Bachelor's.....	332	147	2.49	5.21
Master's.....	295	271	3.15	3.81
Doctor's.....	1,101	94	4.22	6.62
Total.....	2,097	1,277	3.56	3.56

large proportion of salaried teachers with Doctor's degrees is due to the schools of medicine in the larger institutions whose faculties are almost completely composed of salaried teachers.

The data in tenure averages given in Table 77 show some deviations from the pattern for the total groups of teachers as shown in Table 76. Two exceptions are found to the general rule of longer tenure for holders of higher degrees. The average tenure of salaried teachers without degrees is higher than for salaried holders of the Bachelor's degree. Moreover, the average term of service for non-salaried teachers with Bachelor's degrees is considerably higher than for those with Master's degrees.

The greatest increase in any single group is that of the non-salaried teachers with Master's degrees. When the data for the 91 teachers with

this degree in service in 1940-1941 are added to those of the 271 previously withdrawn, the average tenure rises from 3.81 to 7.18 years.

Tenure and Degrees of Teachers in Institutions of Various Sizes

The general data for the total number of salaried and non-salaried teachers with various degrees in the ten Catholic institutions have been further classified in Table 78 on the basis of student enrolment. The most important generalization furnished by the data in this table is that the size of the student body bears different relationships to the tenure of non-salaried holders of degrees than to that of the salaried

TABLE 78

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-
SALARIED TEACHERS WITH VARIOUS DEGREES FROM 1900 TO 1940
IN TEN CATHOLIC INSTITUTIONS WITH VARIOUS SIZES
OF STUDENT ENROLMENT

Degree and Size of Enrolment	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
None				
Under 500.....	97	165	2.27	4.29
500-1000.....	34	152	3.29	2.49
1000-2000.....	67	185	2.76	3.41
Over 2000.....	240	317	3.89	2.58
Bachelor's				
Under 500.....	48	63	2.81	6.40
500-1000.....	50	33	3.50	4.52
1000-2000.....	75	6	3.63	4.33
Over 2000.....	258	89	4.55	6.74
Master's				
Under 500.....	56	52	4.00	12.75
500-1000.....	47	63	3.72	6.95
1000-2000.....	80	51	5.03	3.76
Over 2000.....	320	196	5.66	6.66
Doctor's				
Under 500.....	35	25	6.17	14.32
500-1000.....	30	16	4.30	5.94
1000-2000.....	292	26	6.56	5.92
Over 2000.....	1,472	129	6.60	9.34
	3,201	1,559	5.56	5.19

faculty members. For example, in all four degree categories, non-salaried teachers in the smallest Catholic institutions had markedly high tenure averages (4.29, 6.40, 12.75, and 14.32 years). On the other hand, varying sizes of the institutions affect the averages of salaried teachers comparatively little. For instance, the maximum difference between averages for those with Doctorates in institutions in the under-500, 1000-2000, and over-2000 groups is only 0.43 of a year. In other words, in each degree category, the range of the averages for the salaried group is consistently smaller than for the non-salaried teachers.

If the question of greater tenure in larger institutions is investigated, it is found that during the forty-year period, in every category, even that of no degree, salaried teachers experienced the longest average tenure in the largest colleges and universities. But in only one category, that of the Bachelor's degree, did the non-salaried teachers in the over-2000 group of institutions have the longest term of service.

In the general data for the 14,182 teachers presented in Table 36 of Chapter IV, there is only one instance, in the classification according to size, in which a group of faculty members with one type of degree had shorter tenure than those at a lower level. In the case of both salaried and non-salaried teachers in Catholic institutions, however, there are many exceptions to this generalization. Only a single example will be mentioned, that of salaried teachers with the Bachelor's degree in the largest institutions who had a higher average than those with Master's in the under-500 and 500-1000 groups, and also higher than those with Doctorates in the 500-1000 group of institutions.

Tenure From Decade to Decade of Teachers Without Degrees

After the foregoing consideration of the relationship of tenure to academic degrees over the entire forty-year period, the trends from one decade to the next will now be examined. Table 79 isolates for each of the four decades the data pertaining to teachers without academic degrees. The trends indicated in this table should be contrasted with those for the total group of teachers without degrees who withdrew from the thirty institutions, as presented in Table 38. In the case of the total group there was a definite decade-to-decade trend toward increased tenure in each succeeding ten-year period. This is true neither of the salaried nor of the non-salaried teachers in Catholic institutions. Tenure for the non-salaried faculty without degrees dropped noticeably

TABLE 79

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITHOUT DEGREES WHO HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910.....	55	303	1.87	1.68
1910-1920.....	82	231	3.37	3.45
1920-1930.....	123	121	2.63	4.42
1930-1940.....	109	110	3.30	2.60
Total.....	369	765	2.88	2.78

in the 1920-1930 decade, and, although an increase is in evidence in the final decade, the average does not reach that of the 1910-1920 period. For the non-salaried teachers without degrees there was an increase in tenure until the 1920-1930 decade. In this period a high-point of 4.42 years was reached to be followed by a sharp decrease in the final decade.

Tenure of Teachers With Bachelor's Degrees

Table 80 analyzes for the four decades the tenure of teachers with Bachelor's degrees who withdrew from the ten Catholic institutions. Whereas the total average tenure for salaried and non-salaried teachers without degrees was found to be almost equal, Table 80 shows that the

TABLE 80

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITH BACHELOR'S DEGREES WHO HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910... ..	38	2	1.21	4.00
1910-1920... ..	55	11	1.58	6.73
1920-1930... ..	109	59	2.02	3.83
1930-1940... ..	130	75	3.65	6.11
Total.....	332	147	2.49	5.21

average for the non-salaried teachers with Bachelor's degrees is more than twice as large as that for the salaried faculty members with the same degree. This is the result of a consistently higher average for each of the four decades.

As far as trends are concerned, there is a consistent increase in average tenure from the first to the fourth decade for the salaried but not for the non-salaried holders of Bachelor's degrees. For the latter, the 1910-1920 decade marked a high-point in average tenure (6.73 years), while in the succeeding decade is found the lowest average of the four decades (3.83 years).

Tenure of Teachers With Master's Degrees

Decade-to-decade averages are shown in Table 81 for both salaried and non-salaried teachers with Master's degrees. These averages follow rather closely the general pattern of the corresponding total group of teachers studied in connection with Table 42. There is an increase for the salaried faculties from 1.85 years in the 1900-1910 decade to 3.83 years in the 1930-1940 period, the average for the two middle decades being practically equal. For the non-salaried members, the average of 5.13 years for the 1910-1920 decade is quite high but not of great

TABLE 81

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITH MASTER'S DEGREES WHO HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910.....	13	2	1.85	2.00
1910-1920.....	42	16	2.48	5.13
1920-1930.....	83	144	2.40	2.67
1930-1940.....	157	109	3.83	5.16
Total.....	295	271	3.15	3.81

importance since it represents only sixteen teachers. The rise from 2.67 years in 1920-1930 to an average of 5.16 years in the final decade is explained in the same general fashion as a similar phenomenon in the case of non-salaried holders of Bachelor's degrees. In the later part of

the 1910-1920 decade and early years of the 1920-1930 decade, comparatively large numbers of non-salaried teachers with Master's degrees were added to the ten faculties. This is intimated by the fact that only sixteen such teachers withdrew between 1910 and 1920 as compared with 144 between 1920 and 1930. Thus tenure averages would be lowered in the 1920-1930 decades and would tend to rise in the following final decade.

Tenure of Teachers With Doctor's Degrees

Table 82 summarizes the tenure averages for each decade experienced by the 1,101 salaried and the 94 non-salaried teachers with Doctorates who withdrew from the ten Catholic institutions between 1900 and 1940. The data indicate that teachers with Doctor's degrees and those with Bachelor's degrees (Table 80) constitute the only two instances in which the total average tenures of salaried and non-salaried

TABLE 82

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITH DOCTOR'S DEGREES WHO HAD WITHDRAWN FROM TEN CATHOLIC INSTITUTIONS BY THE END OF ONE OF FOUR DECADES

Decade	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
1900-1910.....	122	2	3.30	1.00
1910-1920.....	135	5	4.47	7.40
1920-1930.....	321	29	3.14	6.28
1930-1940.....	523	58	5.04	6.91
Total.....	1,101	94	4.22	6.62

faculty members are noticeably different. Non-salaried teachers with the Doctor's degree who withdrew between 1900 and 1940 had experienced an average tenure of 2.40 years greater than those with Doctorates who were compensated for their instructional services.

The averages of salaried teachers for each decade do not present a consistent increase from one decade to the next, although there is a total rise of 1.74 years from the first to the final decade. Since only two non-salaried teachers with Doctor's degrees withdrew between 1900

and 1910, and only five during the 1910-1920 decade, the corresponding tenure averages are not of much significance. It is clear, however, that in recent decades the non-salaried faculty members with Doctorates tended to remain in service two or three years longer than salaried teachers with the highest academic degree.

Faculty Tenure and Fields of Instruction

Tenure of Teachers in All Fields of Instruction

In Table 83 is presented a general classification of the number and average tenure of the 3,201 salaried and 1,559 non-salaried teachers who served in the five broad instructional fields in the ten Catholic institutions between 1900 and 1940. As in Chapter V, these data represent the teachers' total years of service in one of these ten institutions. Slightly over one-half of the salaried teachers served in one of the professional fields, chiefly, as has been mentioned before, in the schools of medicine. Of the 1,559 non-salaried faculty members, 1,139 or about 73 per cent were engaged in the field of the humanities. These latter figures attest to the traditional interest in and dedication to the teaching of the humanistic subjects on the part of the teaching orders of the Catholic Church, especially that of the Jesuits.

TABLE 83

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS IN VARIOUS FIELDS OF INSTRUCTION IN TEN CATHOLIC INSTITUTIONS FROM 1900 TO 1940

Field	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Humanities.....	648	1,139	4 27	4 89
Biological Sciences....	199	31	5.45	6 58
Physical Sciences.....	307	236	5 62	6 54
Social Sciences.....	392	72	3.39	5 21
Professional..	1,655	81	6 55	5 37
Total.....	3,201	1,559	5.56	5.19

Table 83 reveals that in every instructional field except that of the professional studies, non-salaried teachers experienced a somewhat longer tenure than the salaried group in the same field. Moreover, there is less uniformity among the average tenures for salaried teachers

in the various fields than for non-salaried. The range of the salaried averages is 3.16 years as compared with a range of 1.69 years for the non-salaried averages.

In Chapter V, the data arranged in Table 47 indicated the following rank order of tenure averages for the 14,182 teachers in the various fields: physical sciences, professional fields, biological sciences, humanities, and social sciences. In the case of the salaried teachers in Catholic institutions the rank order is the same except that the average for teachers in the professional fields exceeds that of those in the physical sciences by almost a year (0.93). Among the non-salaried staff, the 31 teachers in the biological sciences had the highest averages, followed by teachers in the physical sciences, professional fields, social sciences, and humanities. Hence, for the non-salaried staff the field with the smallest number of teachers afforded the longest tenure, and inversely, the one with the greatest number of non-salaried members had the shortest average tenure. Among the salaried faculty, on the other hand, teachers in the field engaging the least number experienced the longest average term of service.

Tenure of Teachers in the Humanities

Table 84 presents a break-down of the tenure of salaried and non-salaried teachers of the humanities according to the size of the student body in the ten Catholic institutions. The data in this table indicate that the size is much less of a discriminating factor in the case of salaried than of non-salaried teachers in this field. The spread of averages

TABLE 84

TOTAL NUMBER AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL SALARIED AND NON-SALARIED TEACHERS OF THE HUMANITIES IN TEN CATHOLIC INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Under 500.....	112	227	3.71	6.87
500-1000.....	51	209	3.57	3.33
1000-2000.....	77	215	4.96	3.62
Over 2000.....	408	488	4.37	4.98
Total.....	648	1,139	4.27	4.89

for the former is from 3.57 to 4.96 years, a range of only 1.39 years, whereas the spread for the latter reaches from 3.33 to 6.87 years, a range of 3.54 years. In general, the salaried teachers of the humanities experienced somewhat longer tenure in the larger institutions, while the corresponding non-salaried group had the longest tenure at the two extremes of the size classification, in institutions with enrolments under 500 and over 2,000.

As is shown by a comparison with Table 49, the average tenure of all salaried teachers of the humanities in Catholic institutions was 1.16 years less than for those working in the same field in public institutions, and 2.62 years below the average for teachers of the humanities in privately controlled colleges and universities.

Tenure of Teachers in the Biological Sciences

In Table 85 the data for the instructional staff in the biological sciences are classified according to size of enrolment. The tenure averages for teachers in the biological sciences are found to vary widely from one group to the next without any fixed relationship to the size of the institutions. Constituting about 60 per cent of the total number of salaried teachers of the biological sciences, the 127 staff members in the largest Catholic institutions had an average tenure of 6.86 years, which is considerably higher than the averages for corresponding salaried teachers in the smaller institutions.

As in the case of the humanities, longest terms of service (10.00 and 8.47 years) were spent by the non-salaried teachers of biological sci-

TABLE 85

TOTAL NUMBER AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL SALARIED AND NON-SALARIED TEACHERS OF THE BIOLOGICAL SCIENCES IN TEN CATHOLIC INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Under 500.....	22	3	3.73	10.00
500-1000.....	11	6	1.36	2.17
1000-2000.....	39	7	2.97	4.86
Over 2000	127	15	6.86	8.47
Total.....	199	31	5.45	6.58

ences in the smallest colleges and the largest universities. In each group, however, the numbers involved are too small to make the resulting averages sufficiently reliable.

A comparison of Tables 85 and 52 reveals that the non-salaried teachers of the biological sciences in Catholic institutions experienced almost exactly the same average tenure as did the corresponding instructional staff in public institutions. However, the average for these 31 non-salaried teachers is two years less than that of those who taught the biological sciences in privately controlled colleges and universities between 1900 and 1940.

Tenure of Teachers in the Physical Sciences

In Table 86 there is a break-down into size-groups of the number and average tenure of faculty members in Catholic institutions who were engaged at some time during the forty-year period in teaching the physical sciences. As regards the salaried teachers of the physical sciences, there is a definite break in average tenures found in institutions with enrolments below and above 1,000 students. In the two size-groups

TABLE 86

TOTAL NUMBER AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL SALARIED AND NON-SALARIED TEACHERS OF THE PHYSICAL SCIENCES IN TEN CATHOLIC INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Under 500.....	41	50	3.41	8.40
500-1000.....	31	47	3.97	6.55
1000-2000....	49	34	6.31	4.47
Over 2000.....	186	105	6.20	6.32
Total.....	307	236	5.62	6.54

under 1,000, the average tenure of salaried teachers of the physical sciences was three and a fraction years, while in the two groups above 1,000 the average length of service was six and a fraction years.

As was true of non-salaried teachers both of the humanities and the biological sciences, the highest tenure of non-salaried staff members in the physical sciences is found in the smallest Catholic colleges.

The instructional staff in the physical sciences in public and private institutions (Table 55) had an average tenure 0.91 of a year and 1.49 years greater than that of the salaried teachers in the same field in Catholic colleges and universities.

Tenure of Teachers in the Social Sciences

The data for teachers of the social sciences in Catholic institutions are arranged in Table 87 in categories based on student enrolment. The most important conclusion to be drawn from these data is that in Catholic institutions and especially the larger ones there is a greater

TABLE 87

TOTAL NUMBER AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL SALARIED AND NON-SALARIED TEACHERS OF THE SOCIAL SCIENCES IN TEN CATHOLIC INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Under 500.....	61	16	2.57	5.25
500-1000.....	68	2	3.59	5.50
1000-2000.....	83	16	2.67	3.25
Over 2000.....	180	38	3.93	6.00
Total.....	392	72	3.39	5.21

turnover of, and consequently lower tenure averages for, salaried teachers of the social sciences than in any other instructional field. In none of the size-groups does the tenure for these teachers reach an average of four years. This consistently low average is further emphasized by the fact that the difference between total averages of salaried and non-salaried teachers of the social sciences (1.82 years) is greater than for these two groups in any other field of instruction.

In each of the three non-professional fields thus far considered, salaried teachers in Catholic institutions had an average tenure somewhat lower than corresponding groups in public and private institutions. The same discrepancy occurs in the social sciences in which salaried teachers in Catholic institutions spent an average of 1.52 and 1.99 years less in service than similar teachers in publicly and privately controlled colleges and universities (Table 88).

Tenure of Teachers in the Professional Fields

Table 88 shows that there were 1,655 salaried and 81 non-salaried faculty members teaching strictly professional subjects in the ten Catholic institutions between 1900 and 1940. The break-down in

TABLE 88

TOTAL NUMBER AND AVERAGE TENURE FROM 1900 TO 1940 OF ALL SALARIED AND NON-SALARIED TEACHERS IN PROFESSIONAL FIELDS IN TEN CATHOLIC INSTITUTIONS WITH VARIOUS SIZES OF STUDENT ENROLMENT

Enrolment	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Under 500.....		...	....	..
500-1000.....		...	....	....
1000-2000.....	266	...	6.56	....
Over 2000....	1,389	81	6.55	5.37
Total.....	1,655	81	6.55	5.37

Table 88 on the basis of enrolment affects only the salaried group, 266 of which were in institutions in the 1000-2000 group and 1,389 in the largest colleges and universities. The average tenure of these 266 salaried teachers is almost exactly the same as that for the much larger salaried group in the institutions with enrolments over 2,000. Their total average is 1.18 years longer than that of the 81 non-salaried teachers in the professional fields.

The data in Table 88 provide the only instance in which the average tenure of salaried teachers in the various fields of instruction in Catholic institutions surpassed that of staff members in the same field in public and private colleges and universities. As was shown in Chapter V, the averages for teachers in professional subjects in these public and private institutions were 6.05 and 6.21 years respectively, as compared with the average of 6.55 years for the 1,655 staff members teaching in the professional fields in Catholic institutions.

General Conclusions

Following are the main conclusions concerning the tenure of salaried and non-salaried teachers in Catholic institutions and the relationship to academic ranks, degrees, and fields of instruction.

I. Tenure Conditions in General

1. Between 1900 and 1940, 3,201 salaried teachers in ten Catholic institutions remained in service an average of 5.56 years, 0.37 of a year longer than the average for the 1,559 non-salaried staff members.
2. The average tenure of all salaried teachers in Catholic institutions from 1900 to 1940 was 0.11 of a year less than the average for all teachers in public institutions, and 0.97 of a year below that of all faculty members in private colleges and universities during the same period.
3. There was a general decade-to-decade increase in tenure for both salaried and non-salaried teachers in Catholic institutions, although in each case the averages for the last two decades are often almost equal.
4. In Catholic institutions with enrolments under 500 there is a relatively small turnover among the non-salaried faculty members.

II. Tenure and Academic Ranks

1. Table 89 is a summary of the data for teachers who withdrew from Catholic institutions at various academic ranks. This table shows that both salaried and non-salaried faculty members who withdrew between 1900 and 1940 experienced longer tenure at any particular academic rank than at a lower rank.

TABLE 89

TOTAL NUMBER AND AVERAGE TENURE OF ALL SALARIED AND NON-SALARIED TEACHERS WITH VARIOUS ACADEMIC RANKS WHO WITHDREW BETWEEN 1900 AND 1940 FROM TEN CATHOLIC INSTITUTIONS

Rank	Total Number		Average Tenure	
	Salaried	Non-Salaried	Salaried	Non-Salaried
Instructor.....	868	282	2.49	1.81
Assistant Professor.....	192	71	2.78	1.86
Associate Professor.....	146	54	3.06	2.24
Professor.....	872	757	4.90	4.74
Total.....	2,078	1,164	3.57	3.74
Without Rank.....	19	113	3.05	1.69
Total.....	2,097	1,277	3.56	3.56

2. Salaried teachers who withdrew had experienced longer terms of service at every academic rank than had the non-salaried. But because of the low average tenure of the large number of salaried teachers who left as instructors (868), the total average tenure for the four academic ranks is higher for the non-salaried than for the salaried instructional staff.
3. Non-salaried teachers without rank who withdrew during the forty years had a very low average tenure, which reduces the total average of all the withdrawing non-salaried teachers to 3.56 years, exactly equal to the total average for the withdrawing salaried faculty members.
4. In general, tenure at each academic rank has tended to increase with each succeeding decade. Exceptions can be discovered, however, in which the 1920-1930 decade was the high-point in average tenure rather than the final 1930-1940 period.
5. In each of the four decades, the salaried teachers at the rank of instructor in Catholic institutions waited approximately the same number of years before promotion to a higher rank as did typical instructors in all the institutions investigated.
6. The total average tenure for all salaried teachers who withdrew from Catholic institutions at the ranks of instructor and assistant professor was higher than for those who withdrew at these same ranks from all thirty institutions. But the averages for salaried teachers who withdrew at the ranks of associate professor and professor were less than for those who left from the thirty colleges and universities at the two higher ranks.
7. The typical salaried faculty member teaching at the rank of full professor in a Catholic institution during the academic year 1940-1941 had served at that rank for 10.17 years as compared with 14.82 years for the typical non-salaried professor in the same institutions, 13.79 years for the typical professor in public institutions, and 13.21 years for the typical professor in private colleges and universities during the same academic year.

III. Tenure and Degrees

1. For both salaried and non-salaried teachers in Catholic institutions, better professional and academic preparation as indicated by advanced degrees was accompanied by greater average tenure.
2. In the case of each of the three degrees, non-salaried teachers had tenures averaging from one to about three years longer than the salaried members of the faculty. The greatest differences occurred between salaried and non-salaried holders of Bachelor's and Doctor's degrees.
3. With one small exception, the tenure averages for salaried teachers with various degrees in Catholic institutions were about half to a full year less than for those with the same degrees in public and private colleges and universities.
4. When holders of each degree are divided according to the size of their institution's enrolment, the range of tenure averages for the four size-groups within each degree category is consistently smaller for the salaried than for the non-salaried faculty members.
5. During the forty years, a consistent increase in average tenure from one decade to the next was more characteristic of the salaried teachers with various degrees than of the non-salaried faculty members with the same academic degrees.

IV. Tenure and Fields of Instruction

1. In each of the instructional fields except that of the professional subjects, non-salaried teachers in Catholic institutions experienced a somewhat longer tenure than the salaried faculty members in the same field.
2. Longest terms of service were spent by salaried teachers in the field of the professional subjects and second longest in the physical sciences. Non-salaried faculties had the greatest average tenure in the biological sciences and second largest, again, in the physical sciences.

3. Salaried teachers in the four non-professional fields tended to have longest terms of service in the largest Catholic institutions, while non-salaried teachers in the same four fields experienced longer tenure at both extremes of the enrolment classification, namely, in Catholic institutions in the under-500 and over-2000 groups.
 4. In Catholic institutions salaried teachers of the humanities, biological sciences, physical sciences, and social sciences had an average tenure from a fraction of a year to a year and one-half less than corresponding teachers in public institutions, and from a year and one-half to two years and one-half less than teachers in the same fields in privately controlled colleges and universities.
 5. Salaried staff members teaching the professional subjects in Catholic institutions not only experienced a longer average tenure than the non-salaried teachers in the same field, but had served a fraction of a year longer than teachers in this field in publicly and privately controlled colleges and universities.
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CHAPTER VII

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This final chapter will contain four sections: (1) a summary of the problem investigated and the method of organizing the data; (2) a statement of the most important conclusions obtained from the study; (3) some implications which seem to be embodied in these conclusions; and (4) suggestions for further study of problems connected with tenure in colleges and universities.

The Problem

The purpose of the investigation was to present a developmental picture of tenure conditions among the teaching faculties of typical American institutions of higher education. Answers were sought to such questions as the following: Are there important differences in tenure conditions among the faculties of institutions with various sizes of student enrolment and under diverse types of administrative control? What were the trends in tenure practices from 1900 to 1940? What is the relationship of tenure to such factors as academic ranks, degrees, and fields of instruction? Tenure, in this study, was defined as the number of years spent by a full-time teacher in one institution, not the combined years of service in several colleges or universities.

A selection was made of thirty institutions which were widely distributed throughout the country and had been in continuous operation since 1900. These were classified on the basis of administrative control. Ten were under state or municipal control, ten were privately controlled, and ten were Catholic institutions. On the basis of student enrolment in 1940, it was found that nine of these institutions had enrolments under 500, six between 1,000 and 2,000, and nine over 2,000.

The source of the information necessary for the study was the list of faculty members in each of the 1,200 annual catalogues for the thirty institutions from 1900 to 1940. A record was obtained of each full-time teacher who was in service at any time during this forty-year

period. The total data represented 14,182 faculty members and 83,129 man-years of service in the thirty institutions.

In order to determine trends in tenure conditions, data were gathered separately for each of the four decades. Moreover, throughout the study the teachers were segregated into two distinct groups—those who had severed their relationship with an institution by the end of a given decade and those who were still in service at the end of the same period.

In the first section of the study, on the basis of size of enrolment and type of administrative control, tenure averages were computed for all the teachers represented in the study, both for the total forty-year period and for each of the four decades. In the second section the teachers were divided according to their academic ranks, and tenure averages at each rank determined. This section on the relationship between tenure and rank is the only one which analyzes partial tenure, that is, the length of service at one academic rank. All the other sections are concerned with the total number of years of service at one of the thirty institutions.

The third section examined the relationship between tenure and academic preparation as indicated by the possession of a Bachelor's, Master's, or Doctor's degree. The fourth section presented the relationship between tenure and a college teacher's field of instruction. A division of five broad fields was used—humanities, biological sciences, physical sciences, social sciences, and the professional fields.

The final section is a specialized study of tenure and related factors in the case of the salaried and non-salaried faculty members in the ten Catholic institutions included in the study.

Conclusions

This summary of conclusions will follow the order used in investigating the various phases of the tenure problem, and will attempt to state only the main generalizations from each section of the study.

Tenure of the Entire Instructional Staff

1. The average length of tenure of 14,182 faculty members who taught in thirty institutions between 1900 and 1940 was 5.86 years. When these institutions were placed in four classifications according to their 1940 enrolments (under-500, 500-1000, 1000-2000, and over-2000), it was found that the average tenure of teachers in these four size-groups did not deviate more than 0.76 of a year from the total average of 5.86 years.

2. Over the entire forty-year period, the total faculties of the ten privately controlled institutions generally had an average tenure about a year longer than all the teachers in the ten public and ten Catholic colleges and universities.

3. Irrespective of the size of the student body and the type of administrative control, for all teachers combined there was a general trend toward increasingly longer tenure in each succeeding decade from 1900 to 1940.

4. The most steady and consistent increase in tenure from one decade to the next was found among the largest institutions under all three types of administration, but especially under public control.

Tenure of Teachers Assigned to Various Academic Ranks

1. The typical faculty member with the rank of instructor who withdrew from one of the thirty institutions during the decade from 1930 to 1940 had been in service 2.79 years. The typical assistant professor who withdrew during the same period had served for 2.96 years. Associate professors who left the thirty institutions between 1930 and 1940 had been at that rank for an average of 3.99 years. The typical professor who severed relations with these institutions in this last decade had been teaching at the highest rank for 9.39 years.

2. The typical instructor who remained at that rank or was promoted to a higher rank during the decade from 1930 to 1940 had been employed at that rank for 4.84 years. The typical assistant professor who remained or was promoted in this decade had served an additional 5.35 years at that rank. The associate professors who remained or were promoted to full professorships between 1930 and 1940 had been teaching at the associate professor level for 5.76 years.

3. In the case of teachers at all four ranks, both for those who withdrew as well as for those who remained or were promoted, the 1930-1940 averages represented a consistent increase in tenure during the four decades from 1900 to 1940. For those who remained or were promoted, therefore, the rate of promotion from one rank to another gradually decreased during this forty-year period.

Tenure of Teachers With Various Academic Degrees

1. For all teachers in service at the thirty institutions between 1900 and 1940, there was a direct relationship between average tenure and

type of degree held. Advanced preparation, therefore, as indicated by the higher degrees, was accompanied by longer tenure.

2. In general, the tenure of holders of the different degrees was not greatly affected by the size of the institutions in which they were teaching. Those with the highest degrees, however, tended to have a somewhat longer tenure in the smallest and medium-sized rather than in the largest colleges and universities.

3. Holders of all three types of degrees experienced a steady increase in tenure in each decade from 1900 to 1940. The greatest relative growth in tenure was found in the case of holders of the Doctor's and Bachelor's degrees. The increase for holders of the Master's degree was so small that the average tenure of those who withdrew between 1930 and 1940 with Bachelor's degrees exceeded that of the corresponding group with Master's degrees.

Tenure of Teachers in Various Fields of Instruction

1. The rank order from highest to lowest average tenure for teachers in five broad instructional fields is as follows: physical sciences, professional fields, biological sciences, humanities, and social sciences. The maximum difference between these averages is 1.81 years.

2. In none of the five fields of instruction was there a clearly defined relationship between tenure averages and the size of the student enrolment in the thirty institutions.

3. Teachers in the four non-professional fields experienced longer tenure in the privately controlled institutions than in public and Catholic colleges and universities. In the professional fields, however, the average tenure of teachers was highest in the Catholic and second highest in the private institutions.

Tenure of Salaried and Non-Salaried Teachers in Catholic Institutions

1. Between 1900 and 1940 the total average tenure of all salaried teachers in ten Catholic institutions was 0.37 of a year longer than for the non-salaried faculty members in the same institutions, but 0.11 and 0.97 of a year less than the respective averages for all the teachers in public and private institutions during the same period.

2. Salaried teachers who withdrew during the forty years from Catholic institutions had experienced longer terms of service at every academic rank than the non-salaried. But because of the large number

of salaried teachers who left as instructors, the total average tenure for those withdrawing at the four academic ranks is higher for the non-salaried than for the salaried instructional staff.

3. The total average tenure for all salaried teachers who withdrew from Catholic institutions at the ranks of instructor and assistant professor was higher than for those who withdrew at these same ranks from all thirty institutions, but the averages for withdrawing salaried associate professors and professors were lower than for the corresponding groups in all the institutions.

4. In each of the four decades the salaried teachers at the rank of instructor in Catholic institutions were in service approximately the same number of years before promotion as typical instructors in all the institutions investigated.

5. Following is the average number of years spent at the rank of professor by those who were teaching in the various types of institutions during the academic year 1940-41: Catholic salaried, 10.17 years; Catholic non-salaried, 14.82 years; public, 13.79 years; private, 13.21 years.

6. For both salaried and non-salaried teachers in Catholic institutions, better professional and academic preparation as indicated by advanced degrees was accompanied by greater average tenure.

7. In the case of each of the three degrees, salaried teachers in Catholic institutions had tenures averaging from one to about three years less than the salaried members of the same faculties, and from about one-half to a full year less than for those with the same degrees in public and private colleges and universities.

8. In each of the four non-professional fields, non-salaried teachers in Catholic institutions experienced a somewhat longer tenure than the salaried members in the same field.

9. Salaried staff members teaching the professional subjects in Catholic institutions not only experienced a longer average tenure than the non-salaried teachers in the same field, but had served a fraction of a year longer than the teachers in this field in publicly and privately controlled colleges and universities.

Implications

At various points in the study implications were suggested which seemed to arise out of the data obtained. These are brought together here in summary form.

1. One general implication contained in various comparisons of the data on the basis of the size of institutions is that tenure for teachers in general is either actually longer or increasing more rapidly in the largest institutions than in those with smaller enrolments.

2. Another implication related to the size of institutions is that even though in their early years the more rapidly expanding institutions necessarily have lower tenure averages for their growing faculties, nevertheless this disadvantage is quickly overcome in the course of the institution's development, so that after a period of years tenure in these larger institutions is longer than in the more slowly developing colleges and universities.

3. The results of comparisons on the basis of administrative control imply that although over the forty-year period tenure averages in general have tended to be highest in private institutions, still in recent years these high averages are being equaled or surpassed by institutions under public control, especially those with the largest enrolments.

4. The almost universal increase in tenure averages from one decade to the next since 1900, the consequent decreased rate of promotion during these four decades, and the smaller turnover of faculty membership at the rank of professor imply that many institutions were approaching a point of stability at which they were no longer able to absorb and promote faculty members in the same number and proportion as was formerly possible.

5. The tenure data derived from the ten Catholic institutions imply that there is a twofold factor responsible for the generally lower tenure averages for faculty members in these institutions. In the case of the salaried teachers, greater turnover and low tenure averages often result from the difficulty of meeting the salary schedules of competing public and private institutions. This difficulty arises, of course, from the fact that Catholic colleges and universities are neither tax-supported nor are they always endowed to the same extent as private institutions of equivalent size. In the case of the non-salaried teachers in Catholic institutions, the lower tenure averages result from the application of a policy among the teaching orders of transferring faculty members from one institution to another in accordance with the abilities of the individual and the various needs of the institutions concerned.

6. Obviously, from the data obtained for the thirty institutions, no specific cause can be assigned for the general decade-to-decade increase

in average tenure during the period from 1900 to 1940. It is very possible that the adoption by many institutions of the tenure policies recommended by such organizations as the American Association of University Professors and the North Central Association of Colleges and Secondary Schools has been at least partially responsible for the observed lengthening of tenure averages during these decades.

Suggestions for Further Study of Tenure Problems

There are still many unanswered problems connected with faculty tenure which were either beyond the scope of this investigation or are suggested by the results of the present study. Some of these problems may be outlined as follows:

1. A future study might make a distinction among teachers on the basis of sex in order to determine whether there are important differences in the average tenure of men and women teachers in colleges and universities.

2. From the sources used in this study it was impossible to secure data on the age of the various faculty members included. A study of the age of faculties in relationship to tenure in various types of institutions might prove valuable.

3. This investigation considered the tenure of faculty members in one single institution without any reference to their previous or subsequent tenure in other colleges or universities. A study which would follow faculty members as they moved from one institution to another would throw additional light on the general problem of faculty tenure.

4. The relationship of tenure to faculty salaries is obviously of prime importance. There are many obstacles to an investigation of this relationship since it is difficult to obtain salary data from many institutions; and even when made available, financial data from various institutions are seldom comparable.

5. The relationship of faculty tenure to the rate of growth of the institutions in which the teachers serve is one which was treated only indirectly in this study, in so far as it was shown that the smallest institutions were also the oldest. Hence, conclusions applied to institutions with small or large enrolments in 1940 could also be said to be characteristic of institutions with slowly or rapidly increasing enrolments. A worthwhile piece of research would be to select institutions on the basis

of rate of growth during a span of years and to use this factor in classifying institutions in a study of tenure conditions.

6. From the viewpoint of the Catholic institutions, the study of tenure conditions among the salaried and non-salaried faculty members should be expanded to include more Catholic colleges and universities. This would overcome the weaknesses of the data in Chapter VI due to the small number of cases in many of the classifications.

7. After a number of years, a follow-up of the present study would be of value in order to discover the extent to which the decade-to-decade trends in tenure continued into the present period since 1940, and to determine the influence of World War II on the tenure of faculties in American colleges and universities.

APPENDIX

Following is the division of subjects which was used in Chapter V on the relationship between tenure and a teacher's instructional field. The subjects listed here are those to which the courses appearing in typical college and university catalogues are most frequently related. Each teacher in the study was placed in one of the five categories according to the division of subjects given below.

I

Humanities

Art
Classics
History
Languages
Music
Oratory
Philology
Philosophy
Religion
Rhetoric

II

Biological Sciences

Anatomy
Bacteriology
Biochemistry
Biology
Botany
Embryology
Home Economics
Nursing Education
Physiology
Zoology

III

Physical Sciences

Astronomy
Astrophysics
Chemistry
Geography
Geology
Mathematics
Mechanics
Paleontology
Physics

IV

Social Sciences

Anthropology
Economics
Education
Political Science
Psychology
Sociology

V

Subjects Taught in Professional Schools and Colleges of

Agriculture
Architecture
Business
Dentistry
Divinity
Education
Engineering
Law
Library Science
Medicine
Nursing
Pharmacy

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